

ONTARIO PUBLIC SCHOOL GRAMMAR



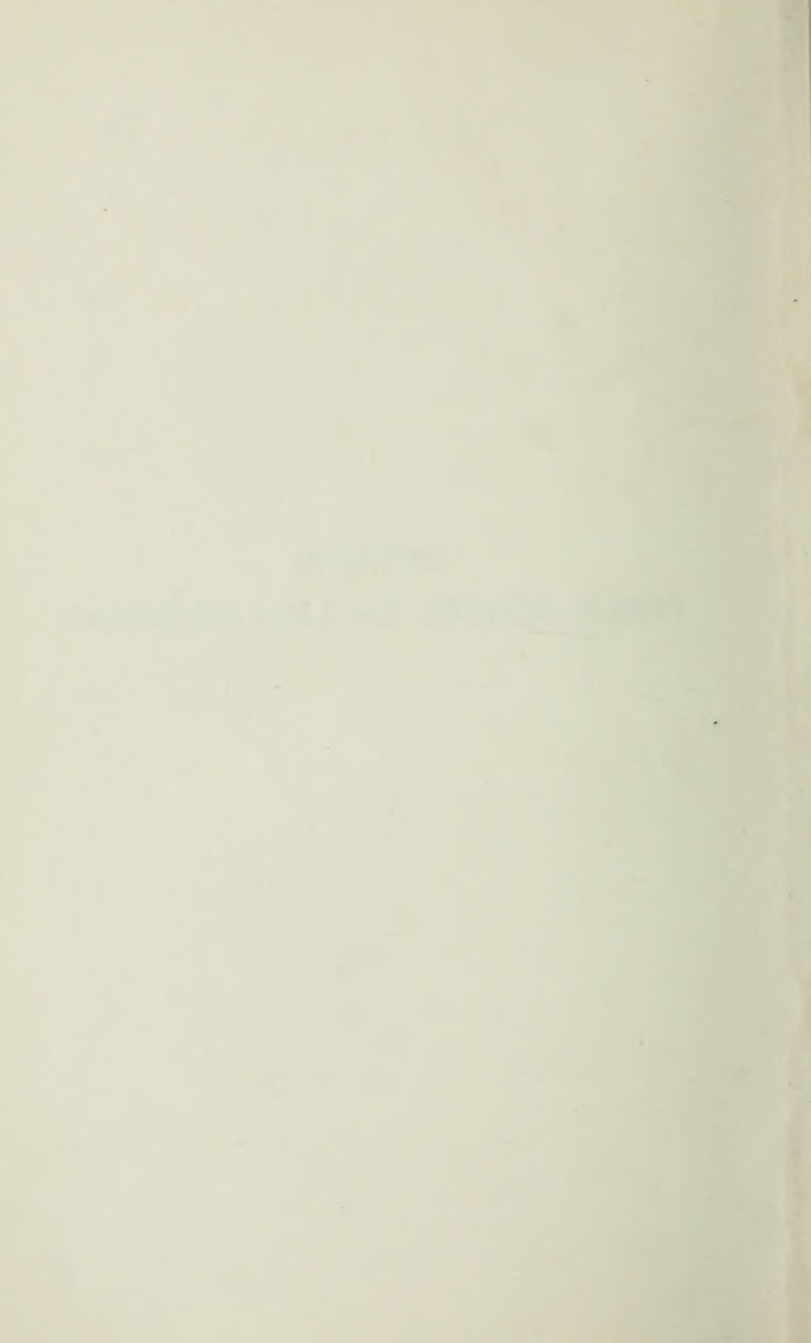
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ONTARIO
PUBLIC SCHOOL ENGLISH GRAMMAR



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PUBLIC SCHOOL GRAMMAR

PART I

STRUCTURE OF THE SENTENCE

CHAPTER I

THE SENTENCE

Examine the following groups of words:

1. The boy hit the dog.
2. The top of the box.
3. The stone broke the window.

In the first group and in the third, a statement is made about some person or thing. In the second group no statement is made about any person or thing.

Examine the groups of words in the following exercise, and decide in each case whether the group makes a statement about some person or thing:

1. The lion saw a mouse.
2. Poor Cinderella had to stay at home.
3. Only a glass slipper.
4. Stood by the fire crying.

A group of words such as (1) or (2), which makes a statement, that is, expresses a complete thought about anything, is called a **sentence**.

EXERCISE 1

Which of the following groups of words are sentences?

1. I have finished the lesson.
2. The house at the corner.
3. Noble, nameless, English heart.
4. Over the waves its warning rang.
5. All possibility of deliverance from this

condition. 6. Having now secured my habitation, I had a great desire to make a more perfect discovery of the island.
7. On the banks of this brook.

DEFINITION

A sentence is a group of words expressing a complete thought.

CHAPTER II

ASSERTIVE AND INTERROGATIVE SENTENCES

Compare the following groups of words, noting which are sentences:

1. The man was coming to the house.
2. The man is opening the door.
3. The man at the door.
4. Was the man coming to the house?
5. Is the man opening the door?

Notice that groups (1), (2), (4), and (5) are all sentences, because each expresses a complete thought about the man.

Notice also that group (3) is not a sentence, because it does not express a complete thought.

Notice further that groups (4) and (5) express thought in a different form from (1) and (2), in that they do not make statements or tell anything about the man, but ask questions about him.

Decide which of the following sentences make statements and which ask questions:

1. The boy has gone home.
2. Who broke the window?
3. Is our new ball lost?
4. This is a sweet apple.

A sentence such as (1) or (4), which makes a statement about any person or thing, is called an **assertive** or a **declarative** sentence.

A sentence such as (2) or (3), which asks a question about any person or thing, is called an **interrogative** sentence.

EXERCISE 2

A

Tell which of the following sentences are assertive and which interrogative, and why:

1. What would you have him do? 2. Could you not give me some employment? 3. At the church door stood an old soldier. 4. Under this shelter the birds build their nests. 5. Shall we send you more paper?

Notice that an interrogative sentence begins with a capital letter and ends with a question mark.

B

Change the following from assertive to interrogative sentences:

1. The boy is at his desk.
2. The horse has run down the street.
3. Mary was reading her book.
4. John had studied his lesson.
5. The inspector was here yesterday.

DEFINITIONS

1. An assertive sentence is one that is used in making a statement.

2. An interrogative sentence is one that is used in asking a question.

CHAPTER III

THE IMPERATIVE SENTENCE

Examine carefully the following sentences:

1. John is coming to the house.
2. Is John coming to the house?
3. John, come to the house.

Notice that the first is an assertive sentence.

Notice further that the second is an interrogative sentence.

Notice, however, that though the third example is a sentence, since it expresses a complete thought, yet it is neither assertive nor interrogative. This sentence neither makes a statement nor asks a question about John, but commands John to do something. We have, therefore, a third kind of sentence—one used in expressing a command.

In the following examples point out any sentences which express commands:

1. Tom, there is a large whale.
2. Turn the horses into the field, John.
3. Mary, why are you so slow?
4. Give unto every man his due.
5. Come back with him in five minutes.

A sentence used like (2), (4), or (5) to express a command is called an **imperative** sentence.

EXERCISE 3

A

Classify the sentences in the following exercise as assertive, interrogative, or imperative:

1. Tell us all the news.
2. Be kind and courteous to this gentleman.
3. To-day we shall set out for Canada.
4. Close your books, children.
5. Cross his hands on his bosom now.
6. Friend, you will never be able to guess.
7. Do not disturb their sport.
8. Lord God of Hosts, be with us yet.
9. Honour thy father and thy mother.
10. Accept my humble prayer.

B

Write out two examples of an assertive sentence; two of an interrogative sentence; two of an imperative sentence.

DEFINITION

An imperative sentence is one used to express a command, an entreaty, or a request.

CHAPTER IV

SUBJECT AND PREDICATE

In each of the following assertive sentences, note carefully about what person or thing a statement has been made. Notice also in each sentence what statement has been made about that person or thing:

1. Birds fly.
2. The man came quickly.
3. The little boy hit the ball.
4. The chimney on the school was blown down.

In the first sentence we have made a statement about birds, in the second about the man, in the third about the little boy, and in the fourth about the chimney on the school.

We have stated about birds, that they "fly"; about the man, that he "came quickly"; about the little boy, that he "hit the ball"; and about the chimney on the school, that it "was blown down".

From these examples we learn that a sentence may be divided into two parts:

1. The part representing that about which a statement is made.
2. The part representing what is stated.

In each of the following sentences point out (1) the part that names the object about which a statement is made, and (2) the part that represents what is stated:

1. A young man was sitting by the window.
2. The woods of autumn are beautiful.
3. The rest of the task was quickly accomplished.

The part of the sentence which names the person or thing about which an assertion is made, as "A young man", "The woods of autumn", or "The rest of the task", in the above examples, is called the **subject** of the sentence.

The part of the sentence which represents what is asserted about the person or thing denoted by the subject, such as "was sitting by the window", "are beautiful", or "was quickly accomplished", in the above examples, is called the **predicate** of the sentence.

EXERCISE 4

A

In the following sentences separate the subject from the predicate by a vertical line:

1. The house of the wicked shall be overthrown. 2. The victorious army encamped before Quebec. 3. The smoke rolling along the field shut out the view. 4. The ardour of the men burst all restraint. 5. The word of a follower of the Prophet was never broken. 6. Some were looking up toward the heavens. 7. This journey of hardship, privation, and exposure occupied three months. 8. Most of the animals were cropping the grass. 9. We longed for home and kindred.

B

Supply appropriate predicates for the following subjects:

1. The glass in the door
2. A great many people
3. John Maynard
4. The Union Jack
5. The city of Toronto
6. My brother's bat
7. A bed of flowers

C

Supply appropriate subjects for the following predicates:

1.are in the garden. 2.
darted through the air. 3.set a trap for the
mice. 4.was a great hero. 5.
won the battle of Waterloo. 6.is a county
on Lake Erie.

DEFINITIONS

1. The subject is the part of the sentence which represents that about which an assertion is made.

2. The predicate is the part of the sentence which represents what is asserted about the person or thing denoted by the subject.

CHAPTER V

POSITION OF THE SUBJECT

In the previous exercises the subject always came first and the predicate last. *Note carefully the position of the subject in the following examples:*

1. Louder and louder rang *the bell*.
2. Up went *their hands*.
3. Down the street came *the boys*.

From these examples we learn that the predicate may come first in the sentence and the subject last.

Notice also that these sentences may be re-written with the subject placed before the predicate, for example:

1. The bell rang louder and louder.
2. Their hands went up.
3. The boys came down the street.

Notice also the position of the subject in the following sentences:

1. Slowly came *the boys* to school.
2. A pleasing sight *the children* saw.

From these examples we learn further that the subject may sometimes be placed between parts of the predicate. This is frequently the case in interrogative sentences.

Example: Have *the pupils* done their exercises?

EXERCISE 5

Write out each sentence in the following exercise, placing the subject first, and separating it from the predicate by a vertical line:

1. Then lightly rose that loyal son. 2. For this purpose a grand lacrosse match was organized. 3. At every puff of the engine, a cloud rises into the air. 4. Through that forest I can pass. 5. Better than gold is a healthy body. 6. Already were their gleaming tomahawks brandished over their heads. 7. Have you heard the robins singing? 8. On her head was a white handkerchief. 9. For four days they travelled thus. 10. Between the skin and the flesh is a layer of fat.

CHAPTER VI

SUBJECT IN IMPERATIVE SENTENCES

Examine the subjects in the following imperative sentences:

1. Love thou thy land.
2. Stand thou at my right hand.
3. Go you out into the street.
4. Enter ye in by the narrow gate.

Notice that only *thou*, *you*, and *ye* are here used as subjects of the imperative sentence.

Notice also that an imperative sentence is usually written with its subject omitted, for example:

1. Love your enemies.
2. Stand at my right hand.
3. Keep your word.
4. Always tell the truth.

EXERCISE 6

State whether the subject is expressed or omitted in the following imperative sentences:

1. Answer thou me.
2. Return no more into my sight.
3. Show me the place.
4. Praise ye the Lord.
5. Dare to be honest.
6. Break the points off those spikes.
7. Seek them out instantly.
8. You tell him at once.

NOTE:—In many sentences, in addition to the subject and predicate, we find the name of the person spoken to, or addressed.

Examples:

1. *John*, your book is on the desk.
2. Have you ever seen a whale, *Uncle George*?

Such a word or group of words is added to the sentence to gain the attention of the person spoken to.

EXERCISE 7

Point out the subjects and the predicates in the following sentences:

1. Are snow-flakes always of the same shape, father?
2. Brother, look at these dear little children.
3. Grandma, I am ready now.
4. That, father, I will gladly do.
5. Boys, you must not be idle.
6. Father, your coat is covered with snow.
7. Will you come with us, my child?
8. These idle words, my men, will not gain our freedom.
9. O Lady Clare, you shame your worth.

CHAPTER VII

SUBDIVISIONS IN SUBJECTS AND PREDICATES

Thus far we have divided a sentence into only two parts. We must now consider the smaller divisions or groups into which a subject and a predicate may be divided.

Note carefully how the subject and the predicate of the following sentence are subdivided in answering the questions given below.

Two boys on the steps ran quickly into the house.

1. *How many* boys ran?
2. *Who* ran?
3. *What* two boys ran?
4. What did the boys *do*?
5. *How* did the boys run?
6. *Where* did the boys run?

In answering these questions we have subdivided the sentence into six parts, as follows:

1	2	3	4	5	6
(Two)	(boys)	(on the steps)	(ran)	(quickly)	(into the house).

Subdivide the following sentence into parts according to the questions given below:

Winds from the sea blew steadily toward the land
for many days.

1. What blew?
2. What winds blew?
3. What did the winds do?
4. How did the winds blow?
5. Where did the winds blow?
6. How long did the winds blow?

EXERCISE 8

In the following sentences divide the subject from the predicate by a vertical line, and give the subdivisions in each:

1. Our friends have gone to the city to visit.
2. All volcanoes have craters at their summits.
3. A forest ranger was going through the woods two days afterwards.
4. The principal conquests of the Romans were achieved under the republic.
5. The robins wholly vanished from my garden a few years ago.
6. The various waters, issuing from the gravel, had run into a hollow.
7. A pretty young girl came along with a tripping pace.
8. The noble nature within him stirred to life at that woman's word.

CHAPTER VIII

RELATIONS OF SUBDIVISIONS

Examine the subdivisions in the following sentences, noting carefully what is told by each:

(Several) (men) (from the factory) (climbed) (hurriedly)
(to the roof) (to extinguish the blaze).

Notice that each part answers some question in relation to some other part, as follows:

1. "Several" tells how many *men*.
2. "from the factory" tells what *men*.
3. "men" tells who *climbed*.
4. "climbed" tells what the *men* did.
5. "hurriedly" tells how they *climbed*.
6. "to the roof" tells where they *climbed*.
7. "to extinguish the blaze" tells why they *climbed*.

In the following sentences state the work or function of each subdivision:

1. (The elders) (of the city) (come) (to the field) (on horseback) (to behold the exercise).
2. (The child) (had closed) (its eyes) (by this time).
3. (The old) (gentleman) (had shut) (the house door) (with a great bang).
4. (A man) (standing at the gate) (caught) (the horse) (by the bridle).

NOTE:—When one part of a sentence is an explanation of another part, it is said to be **related** to that part.

EXERCISE 9

Give the subdivisions of the subject and the predicate of each of the following sentences, and state to what each subdivision is related:

1. His friends were carrying him to shelter.
2. Two boys coming from school ran quickly into the house to tell us.
3. One cold night an Arab sat in his tent.
4. The old woman made a fire on the hearth.
5. Trees standing beside the way threw long shadows over the lawn.

CHAPTER IX

BARE SUBJECT AND BARE PREDICATE

Examine the subdivisions in the following sentence, noting what parts may be omitted without destroying the statement:

(Large) (flags) (on the roof) (waved) (slowly) (in the breeze).

Notice that even when all of these subdivisions except two—"flags" and "waved"—are omitted, the statement is still complete.

Notice further that one of these essential parts, "flags", is in the subject, and that the other, "waved", is in the predicate of the sentence.

Divide the following sentences into subject and predicate, and point out the essential part in each:

1. (Messengers) (from the camp) (came) (to the city)
(to report the battle).
2. (Small) (birds) (among the trees) (sang) (sweetly)
(every morning).

A subdivision, such as "Messengers" or "birds" which forms the essential part of the subject, is called the **bare** subject.

A subdivision, such as "came" or "sang", which forms the essential part of the predicate, is called the **bare** predicate.

NOTE:—Sometimes the subject or the predicate consists of the essential part only, and sometimes both the subject and the predicate consist of the essential part only, for example:

1. A small boy *entered*.
2. *Boys* were playing on the streets.
3. *Birds* *fly*.
4. *Fire* *burns*.

EXERCISE 10

Divide the following sentences into subject and predicate, and point out the bare subject and the bare predicate in each:

1. The sullen clouds scud across the sky.
2. Little Harry hit the dog on the head with a stick.
3. The cries of the lonely child grew clearer.
4. A friend of his entered the room at that moment.
5. The difficulties of the work increased.

6. The task of building the fire fell to my lot.
7. Exaggerated accounts of the fight came to the city on the following day.

DEFINITIONS

1. The bare subject is the essential part of the subject.
2. The bare predicate is the essential part of the predicate.

EXERCISE 11 (REVIEW)

In each of the following sentences separate the complete subject from the complete predicate, give the bare subject and the bare predicate, and tell the kind of sentence:

MODEL

Then came the question of paying him.

The question of paying him | came then.

question | came.

An assertive sentence.

1. A small party of the soldiers followed me. 2. With much labour our fathers felled the forests. 3. Call my brother back to me. 4. Who paints with gold the roadside weeds? 5. Telegraph me upon your arrival. 6. At length spring brought fair winds. 7. Is every boy here? 8. A thousand hearts beat happily. 9. Watch the hardy mountaineer! 10. Tempt me no further. 11. On his arms were golden bracelets. 12. Out of the dark corner came a shout of delight. 13. Love your enemies. 14. My golden spurs now bring to me. 15. In this blackberry patch the bears hid themselves.

CHAPTER X

PARTS OF SPEECH

THE NOUN

Point out the bare subjects in the following sentences, noting in each case what the subject represents:

1. Mary is reading.
2. John is working hard.
3. Good boys study.
4. The pen is broken.
5. A big stone is heavy.

Notice that the words "Mary", "John", "boys", "pen", and "stone" all bring to your mind some person or thing spoken about. Hence we say that these words are the names of the persons and the things spoken about.

In the following sentences point out the words that name anything:

1. The man has a dog.
2. The ball broke a window.
3. James mended the desk.

A word such as "man", "dog", "ball", "window", etc., which names anything, is called a **noun** (Latin *nomen*, a name).

EXERCISE 12

Point out the nouns in the following sentences:

1. Henry cut his finger with a knife. 2. A storm gathered in the sky. 3. The captain ordered the ships to cast anchor. 4. The camp is to be cleared of snow. 5. The answer to this question is wrong. 6. The mayor was a man of good family. 7. The elm in our woods is a stately tree. 8. In the forests of the South the vanilla twines its slender stem round the trees.

DEFINITION

A noun is the name of anything.

CHAPTER XI

THE PRONOUN

Compare carefully the italicized words in each of the following groups:

1. John was sick but *John* is much better.
2. John was sick but *he* is much better.
1. The knife was lost but the *knife* has been found.
2. The knife was lost but *it* has been found.

Notice that in the first sentence of each of these groups we have a noun repeated, while in the second sentence of each group another word has been substituted for the repeated noun.

Notice further that these new words "he" and "it" are not nouns, since they do not name a particular kind of object. *He* might also mean a dog, a lion, a whale, etc.; and *it* might mean a desk, a chair, a book, etc., instead of a knife, as it does here. These words, therefore, take the places of the nouns and represent the objects without naming them.

Point out any words in the following examples which stand for persons or things without naming them:

1. The little girl looked and she saw a large cat.
2. The child said: "I see a soldier".
3. That is a good book.
4. The man who was here has gone away.
5. The leaves are so small they scarcely appear to be leaves.

A word such as "she", "I", "That", "who", or "they", which stands for an object without naming it, is called a **pronoun**.

Pronoun means "for a noun", and these words are so called because we frequently use them to avoid the repetition of the noun, as in the first examples given above.

EXERCISE 13

A

Point out the pronouns in the following sentences, and name the objects for which they stand:

1. There are apples in the basket, John; will you have some?
2. George looked at the monster, which seemed to look at him.
3. The boys had the ball, but they have lost it.
4. John said to James: "Have you the book which I sent you?"
5. That is Mary's letter; she has forgotten it.
6. The plate was full of cakes, but all have been eaten.
7. The pen is not on the boy's desk; he must have taken it.
8. African lions are larger than those of Asia.

DEFINITION

A pronoun is a word which, without naming them, is used to represent persons or things.

B

Point out the pronouns in the following sentences, and if possible name the objects for which they stand:

1. I saw the books on the desk. Somebody must have taken them.
2. The pen is not here. Who has taken it?
3. Will you come with us, my child?
4. The little orphans cried themselves to sleep.
5. The stranger said to Tommy: "Look at my coat and tell me if you ever saw anything finer than this".
6. What have you in the box?
7. The elephants were employed to do a variety of work. When they helped to load boats, they laid everything down gently and placed all in good order.

CHAPTER XII

THE VERB

Divide, if possible, the complete predicates of the following sentences, and notice especially the work, or function, of the bare predicate in each:

1. The men in front *paused* for a moment.
2. The rabbit *hid* the drum in the bushes.

3. The little boy *seems* cold.
4. The girls at the door *listened*.

Notice concerning the words " paused ", " hid ", " seems ", and " listened ":

1. Each of these words, either alone or with other words, forms the complete predicate of a sentence.
2. If these words are omitted, no assertion is made about the person or thing denoted by the subject.

In each of the following sentences point out the word in the predicate by means of which we make an assertion:

1. The river rolls steadily toward the east.
2. The captain received me with great kindness.
3. From there we went to the Falkland Islands.
4. The weather became very cold.

A word such as " rolls ", " received ", " went ", " became ", by means of which we are able to make an assertion, is called a **verb**. (Latin *verbum*, a word)

EXERCISE 14

Divide each of the following sentences into subject and predicate, and point out the verb in each sentence:

1. During the summer the animals live in holes.
2. A poor little girl, carrying a bundle, walked along the street with naked feet.
3. The girl drew another match from the bunch.
4. Soldiers walked around in silence.
5. The shouts of both parties increased the fearful din.
6. Several herds of cattle were in the fields.
7. Scattered bands of Indians issued at that moment from the woods.
8. The glittering sword of the soldier then descended upon the bar with terrific force.
9. Every one in the room greeted him on his entrance.

DEFINITION

A verb is a word by means of which we make an assertion, and hence, which either alone or with other words forms the predicate of a sentence.

NOTE:—The uses of the verb in questions, commands, and requests may be considered as being included in this definition.

EXERCISE 15 (REVIEW)

A

Point out the nouns and the pronouns in the last exercise.

B

1. *Compose five assertive sentences about objects in the room.*
2. *Compose five imperative sentences in connection with a game.*
3. *Point out the nouns, the pronouns, and the verbs in these sentences.*

CHAPTER XIII

COMPLETE AND INCOMPLETE VERBS

Compare the assertions made by the verbs in the following pairs of sentences:

1. The man *came* slowly up.
2. The boy *hit* the dog.
1. The soldier *rested* until morning.
2. The child *became* sick.

Notice that the verbs “came” and “rested” in the first sentences would each make a complete assertion about the person represented by the subject without the addition of other words.

Notice also that the verbs "hit" and "became" in the second sentences require the added words, "the dog" and "sick" in order to make a complete assertion.

In each of the following examples notice whether the verb would make a complete or an incomplete statement if used alone in the predicate:

1. The boys *ran* to school.
2. The child *seems* quiet.
3. The little girl *tore* her dress.
4. The children *slept* until morning.
5. His books *were* in the desk.
6. The men *departed* on the next train.

Verbs such as "ran", "slept", and "departed", which, without the addition of other words, make complete statements, may be called complete verbs.

Verbs such as "seems", "tore", and "were", which do not in themselves make complete statements, may be called incomplete verbs.

That the incomplete verbs are of two very different kinds, will be shown in the next Chapter.

EXERCISE 16

Classify the bare predicates or verbs in the following sentences as complete or incomplete:

1. The man became angry.
2. The sun arose in the east.
3. This book is very old.
4. The man returned to the city.
5. The ball broke the window.
6. The old man sighed on our approach.
7. Our friends smiled at his words.
8. The day was exceedingly fine.
9. The child uttered a cry.
10. The girls and women do the milking.

CHAPTER XIV

OBJECTS AND COMPLETIONS

Compare carefully the incomplete verbs and the completing parts in the following sentences:

1. The boy broke the stick.
2. The boy is honest.
3. The boy is a student.

Notice in the first sentence:

1. That the incomplete verb "broke" represents the boy as acting or as doing something.
2. That the completing words "the stick" represent the thing upon which the boy acts.

On the other hand, notice in the second and third sentences:

1. That the incomplete verb "is" does not represent the boy as acting.
2. That the completing words "honest" and "student" describe the boy.

Point out the completing word or words in each of the following sentences, and state whether they represent something acted upon, or whether they describe the person or thing denoted by the subject:

1. Squirrels eat nuts.
2. The boy hit the little dog.
3. The river is deep.
4. The post-office is a fine building.
5. The children seem quite happy.

A completing word or group of words, such as "nuts" or "the little dog", which stands for the person or thing upon which an action is performed, is called an **object**.

A completing word or group of words, such as "deep" or "a fine building", which modifies the meaning of the

subject, is called a completion; and, because it describes the person or thing denoted by the subject, it is usually called the **subjective completion**.

EXERCISE 17

A

Point out the completing part, if any, in each of the following sentences, and tell whether it is an object or a subjective completion:

1. The teacher collected the exercises.
2. The ball struck a child.
3. The soldier is a hero.
4. The boys play games in the evening.
5. Mary, close the door.
6. The children walk in the garden.
7. Our friend became sick on the train.
8. The garden is beautiful.
9. The child hesitated at the door.
10. Children, bring your exercises to school to-morrow.
11. Are you hungry?

B

Add suitable completing words to the following, and tell whether they are objects or subjective completions:

1. This man is
2. My father saw
3. Did you tear
4. The boys broke
5. Is the weather
6. This pencil seems
7. This pupil did

DEFINITIONS

An object of a verb is a word or group of words completing its meaning and denoting the person or thing that the action expressed by the verb is exerted upon.

A subjective completion is a word or group of words completing a verb and describing the person or thing denoted by the subject.

CHAPTER XV

MODIFIERS

I. MODIFIERS OF THE SUBJECT

Compare the subjects in each of the following groups of sentences, noting carefully the function of the italicized parts:

1. Men pay their debts.
2. *Honest* men pay their debts.
1. Books are used by the class.
2. *Small* books are used by the class.
1. Flags waved in the breeze.
2. *Large* flags *on the roof* waved in the breeze.

In the subject of the second sentence of each group, in addition to the bare subjects, "Men", "Books", and "Flags", we find other words, "Honest", "Small", "Large", and "on the roof" joined to the bare subjects.

Notice concerning these parts added to the bare subject:

1. They describe the persons or things denoted by the bare subject.
2. They modify the meaning of the bare subject.

In the following sentences point out the words or groups of words which modify the meaning of the bare subject:

1. The glittering sword of the soldier descended.
2. Several herds of cattle were in the fields.

Parts of the complete subject such as "The glittering", "of the soldier", etc., which are joined to the bare subject to modify its meaning, are called **modifiers of the subject**.

EXERCISE 18

In each of the following sentences divide the complete subject into bare subject and modifier or modifiers:

1. My unfortunate friend did not appear to be disturbed.
2. The crowds on the bank scattered.
3. A perfect storm of shouts reaches them.
4. A hurried cry from overhead may reveal the presence of the birds.
5. Through hundreds of miles these two rivers pursue their parallel courses.
6. Suddenly the southern river bends toward the north.
7. The wail of the prowling wolf makes the voice of the solitude audible.
8. From every window gleamed a line of bayonets.
9. Several squadrons of gray-coated dragoons moved up to support them.
10. For an instant a dense group collected around the ball.

DEFINITION

A modifier of the subject is a word or a group of words added to the bare subject to change or modify its meaning.

II. MODIFIERS OF THE PREDICATE

Subdivide the predicates in the following groups of sentences, noting carefully the work, or function, of the italicized parts:

1. The bell rang.
2. The bell rang *at nine o'clock*.
1. The boy picked berries.
2. The boy picked berries *yesterday*.
1. The child became sick.
2. The child became sick *after dinner*.

Notice the complete predicates in the first sentence of each group—the verb “rang” is a verb of complete predication, the verb “picked” is completed by the object “berries”, and the verb “became” by the completion “sick”, which modifies the subject.

Notice, therefore, concerning each italicized part in the second sentence of each group:

1. It is not needed to complete the meaning of the bare predicate or verb.
2. It modifies the meaning of the predicate.

Examine the italicized part in each of the following, and state whether it completes the meaning of the verb, or whether it merely modifies the predicate:

1. Our friends sent *fruit*.
2. Every one laughed *heartily*.
3. The leaves fell *from the trees*.
4. The elephant was *furious*.
5. The man departed *in anger*.

Words or groups of words, such as "heartily", "from the trees", and "in anger", which are not necessary to complete the verb, but merely limit the meaning of the predicate, are called **modifiers of the predicate**.

EXERCISE 19

A

Divide the predicates in the following sentences so as to show the objects, the subjective completions, and the modifiers of the predicate:

1. The boy hit the cat with a stone.
2. Our friend is sick this morning.
3. The train departed before our arrival.
4. The servant opened the door at our approach.
5. The air seems fresh to-day.
6. My brother returned to Toronto on the evening train.
7. I received his letter on the same day.
8. They build their nests on lofty pines.

B

Add one completing part (an object, or a subjective completion), and one modifying part to each of the following incomplete predicates:

1. The weather was
2. We saw
3. John broke
4. The flowers are
5. My friend sent
6. The little boy threw

DEFINITION

A modifier of the predicate is a word or a group of words added to a predicate to limit or modify its meaning.

III. MODIFIERS OF THE OBJECT

Compare the objects in the following groups of sentences, noting especially the work, or function, of the italicized words:

1. Boys read books.
2. Good boys read *good* books.
1. We saw flocks.
2. We saw *large* flocks of birds.

From these examples we learn that, like the complete subject, the complete object may often be divided into two parts—the bare object, and the modifier or the modifiers of the bare object.

EXERCISE 20

Point out the objects in the following sentences, and divide them, if possible, into bare object and modifiers:

1. I gave two large oranges.
2. Steam-ships cover the broad bosom of the lake.
3. They paid the hired man.
4. I heard a good story.

5. She bought a new coat.
6. Buy a little food.
7. Have you any better pens?
8. The boy bought candy.
9. She saw her two brothers on the wall.
10. I heard a faint noise in the grass.

ANALYSIS OF SENTENCES

Thus far we have learned that a sentence may be composed of only two parts—subject and predicate, or that it may be composed of several parts, as follows:

Bare Subject
 Modifiers of the Subject
 Bare Predicate or Verb
 Subjective Completion of the Predicate
 Object
 Modifiers of the Object
 Modifiers of the Predicate

When we divide a sentence into its various parts and name them in order, we are said to **analyze** the sentence.

MODELS

1. Three boys in our class were absent to-day.
2. The settler grasped the little child in his arms.

SENTENCE 1

Subjectboys
 Modifiers of Subject (1) Three (2) in our class
 Verbwere
 Subjective Completion.....absent
 Modifier of Predicate to-day

SENTENCE 2

Subjectsettler
 Modifier of SubjectThe
 Verb grasped

Object child
 Modifiers of Object the, little
 Modifier of Predicate in his arms

EXERCISE 21

Analyse the following sentences according to the models given:

1. The sick man knows the physician by his step.
2. These flowers are beautiful in the morning.
3. The sick child seems stronger to-day.
4. My brother was a prisoner for two years.
5. She spent a very pleasant hour with the children.
6. The fight was brief on the right wing.
7. The weather became cold after sunset.
8. Remember thy Creator in the days of thy youth.

EXERCISE 22 (REVIEW)

Point out the nouns, the pronouns, and the verbs in the following exercise:

1. The old man led the way to a large sheet of ice.
2. He caught a glimpse of a mossy bank.
3. In the ravine they found a hollow cave.
4. A little boy in clean clothes entered the shop.
5. Nobody listens to him.
6. She gave the box to the child.
7. A storm of shouts reaches them from the crowd.
8. He spoke of the grass and flowers and trees,
 Of the singing birds and the humming bees.

CHAPTER XVI

THE ADJECTIVE

Note carefully the bare subject and the subject modifier in each of the following sentences:

1. Good boys tell the truth.
2. Pretty flowers are much admired.
3. Dark shadows cross the sky.

We find that the bare subject in each of the above sentences is a noun. The subject modifiers, "Good", "Pretty", and "Dark" are, therefore, all joined to nouns and describe in some way the objects named by the nouns. Instead, then, of saying that these words modify their subjects, we may say that they modify nouns.

In the following sentences point out the words that modify nouns:

1. Small birds sing sweetly.
2. We passed large beds of fragrant flowers.
3. These trees have strange leaves.
4. They are rude boys.

A word such as "Small", "large", "fragrant", "These", etc., which modifies a noun, is called an **adjective**.

Notice further that adjectives may also modify pronouns. This is most common in the case of the adjective used as a subjective completion, for example:

1. He is *honest*.
2. That seems *old*.
3. They are *small*.

EXERCISE 23

Point out the adjectives in the following sentences, and state whether they modify nouns or pronouns:

1. The river is deep. 2. The little girl has a lovely rose. 3. It was a famous victory. 4. The leaves of this tree are small. 5. These monuments were made from single pieces of hard stone. 6. He was busy for some time among the young men of Montreal. 7. Is agriculture an agreeable occupation? 8. The little figure in the red shawl and the big rubbers stood for a moment. 9. In the darkest corner he found the dead bodies of two small cubs.

DEFINITION

An adjective is a word used to modify a noun or a pronoun.

CHAPTER XVII

I. THE ADVERB

Examine the predicate modifiers in the following sentences:

1. The man came quickly.
2. I see him now.
3. The teacher answered firmly.

We saw in Chapter XV that such words as "quickly", "now", and "firmly", which limit the assertion to some particular manner, time, place, etc., are called modifiers of the predicate. Since, however, we classify such assertive words as "came", "see", and "answered" as verbs, we may, therefore, say that the words "quickly", "now", and "firmly" modify verbs.

In the following sentences point out the words that modify verbs:

1. This boy runs slowly.
2. She sang the song heartily.
3. These men live here.
4. Our friends left recently.

A word such as "slowly", "heartily", "here", or "recently", which modifies the verb, is called an **adverb**.

EXERCISE 24

Point out the adverbs in the following sentences, and tell in what way they modify the verb:

1. They collect the sap carefully.
2. This river never overflows its banks.

3. The king immediately besieged the city.
4. Their shout rose triumphantly.
5. The boy did his work thoroughly.
6. The bright lights appeared again.
7. He constantly tested the sap.
8. Heavily and thickly the locusts fell.
9. The hostile armament still moved on.
10. She never forgot any of these events.
11. Once I was a wealthy merchant, but now I am poor.

II. THE ADVERB—*continued*

Compare the uses of the italicized word in each of the following pairs of sentences:

1. He talks *much*.
2. We have *much* sweeter apples.
1. He *quite* forgot them.
2. The orange is *quite* bitter.
1. He regretted it *exceedingly*.
2. This is an *exceedingly* slow horse.

In the first sentences of these groups we find that the italicized words, “much”, “quite”, and “exceedingly”, are used to modify verbs, and are, therefore, adverbs. In the second sentences we find the same words used to modify the adjectives, “sweeter”, “bitter”, and “slow”.

In the following sentences point out the words that modify the meaning of adjectives:

1. The teacher is very kind.
2. We want a more gentle horse.
3. These birds have perfectly white breasts.

Words such as “very”, “more”, “perfectly”, etc., when used to modify the meaning of adjectives, are also called **adverbs**.

EXERCISE 25

Point out the adverbs in the following sentences, and tell whether they modify verbs or adjectives:

1. They are extraordinarily numerous. 2. His father punished him severely. 3. "You are very kind", said the man humbly. 4. Clive was in a painfully anxious situation. 5. I had a very dear friend. 6. The dog opened his eyes slowly. 7. He looked up thoughtfully, and then played an infinitely lovely movement. 8. The man then gave the child an unusually large apple. 9. He easily flung aside the weight. 10. This seemingly kind offer greatly surprised him.

III. THE ADVERB—*continued*

Compare the uses of the italicized words in each of the following pairs of sentences:

1. He is a *very* sick man.

2. He ran *very* slowly.

1. A *more* pleasant day followed.

2. Speak *more* distinctly.

1. She is *quite* happy.

2. He ran *quite* well.

In the first sentences of these groups the words "very", "more", and "quite", modify respectively the adjectives, "sick", "pleasant", and "happy", and are, therefore, adverbs.

In the second sentences we find these same words respectively modifying the adverbs, "slowly", "distinctly", and "well".

In the following sentences point out the words that modify the meaning of adverbs:

1. The boy ran too slowly.

2. They came on more quickly.

3. The pupils entered rather hurriedly.
4. Our friend is very seriously ill.

Words such as “too”, “more”, “rather”, and “very”, when used to modify adverbs, are also called **adverbs**.

EXERCISE 26

Point out the adverbs in the following sentences, and tell whether they modify verbs, adjectives, or adverbs:

1. The weather was unpleasantly cold.
2. The old man spoke rather gruffly.
3. The ploughman homeward plods his weary way.
4. Instantly the hawk turned and darted back.
5. Mary stood quite still.
6. The boy wore perfectly clean clothes.
7. Then the professor smiled broadly.
8. The toad is absolutely harmless.
9. The boastful speaker praised his own address too highly.
10. The light became exceedingly bright, and we involuntarily closed our eyes.

DEFINITION

An adverb is a word used to modify a verb, an adjective, or another adverb.

EXERCISE 27 (REVIEW)

Classify the words in the following sentences as nouns, pronouns, verbs, adjectives, and adverbs:

1. He caught the boy firmly.
2. Who put the book there?
3. The sensation was most painful.
4. This is a very pretty flower.
5. The army advanced rapidly.
6. “I am very sorry, sir”, said Bob.
7. The king said: “Is the young man Absalom safe?”
8. The bird uttered some very uncertain chirps.

CHAPTER XVIII

THE COMPLEX SENTENCE

Thus far only sentences of simple structure have been considered. We shall now proceed to a study of sentences whose structure is of a more difficult character.

Compare carefully the italicized parts of the subject and of the predicate in the following groups of sentences:

1. *Cross* dogs bite.
2. The man *whom we met* has gone.
1. The boys left *earlier*.
2. My uncle had gone *when I arrived*.
1. I have *money*.
2. I have *what is necessary*.

In the first sentence of each group we find a word—"Cross", "earlier", and "money"—forming a part of the subject or the predicate of the sentence.

In the second sentence of each group we have a statement forming a part of the subject or the predicate of the sentence, as follows:

Modifier of subject Whom we met.
 Modifier of predicate When I arrived.
 Object of verb What is necessary.

Each of these statements is, therefore, dependent upon some part of the sentence and is related to that part, for example: "Whom we met" is related to *man*; "When I arrived" is related to *had gone*; "What is necessary" is related to *have*.

Analyse the subjects and the predicates of the following sentences, pointing out the dependent statements, if any, and giving the relation of each:

1. The man by whom it was done could not be found.
2. The hind feet of the beaver have a thin skin
 between the toes.
3. He looked round for me as he left the room.
4. A wicked old fairy who had not been invited came
 in when the feast was ready.
5. The victory of Trafalgar was celebrated with the
 usual forms of rejoicing.

A sentence such as (1), (3), or (4) above, whose subject or predicate contains a dependent statement, is called a **complex** sentence.

A sentence such as (2), or (5) above, which consists of but a single statement, is called a **simple** sentence.

EXERCISE 28

A

Classify the following sentences as simple and complex. Point out the dependent statements, and give their relation:

1. All men knew that his heart was kind. 2. The sailors whom we had taken on board were troublesome. 3. Another ship coming from China crossed him on the way. 4. I remained till one was built. 5. He met an old servant who had been born on the nobleman's estate. 6. He told me that this bridge was very old. 7. The guard-room near the gate presented the same hostile front. 8. These hidden pitfalls were set very thick at the entrance to the bridge. 9. I sat down upon the grass to recover myself from my fatigue. 10. When I was at Cairo, I picked up several manuscripts, which I have still by me.

B

Change the following simple sentences to complex by adding dependent statements to the subject:

1. The book has been lost.
2. A tree blew down.
3. The day was very cold.
4. The story was very interesting.
5. Every one felt sorry for him.

C

Change the following simple sentences to complex by adding one or more dependent statements to the predicate:

1. Our friends knew
2. The train had gone
3. I gave the man the letter
4. We were very cold
5. The man will go
6. They heard last night
7. We had a good time

DEFINITIONS

1. A simple sentence is one that consists of a single statement.

2. A complex sentence is one that contains one or more dependent statements.

ANALYSIS OF COMPLEX SENTENCES

A complex sentence is to be analysed in the same manner as a simple sentence, as follows:

MODEL

The men *who were guarding the port* built large fires *because they feared a surprise.*

Subject men

Modifiers of the Subject.. (1) The, (2) who were guarding the port

Verbbuilt
 Objectfires
 Modifier of the Objectlarge
 Modifier of the Predicate.. because they feared a surprise

EXERCISE 29

Analyse the following complex sentences according to the model given above:

1. The man to whom this was addressed strongly objected. 2. Say that I will do it. 3. While I was thus musing, I cast my eyes toward a rock that was not far distant. 4. As they went up, the glen grew narrower. 5. Show now the secrets that lie hid under those dark clouds. 6. When the day dawned we saw what was going on below. 7. The rich heiress whom he wished to marry lived in Italy. 8. Tom's heart beat fast as he came under the tree. 9. The keeper, who was a good-hearted fellow, gave up his claim.

CHAPTER XIX

THE COMPOUND SENTENCE

Examine the complete subject and the complete predicate of each statement in the following sentence:

John came to the city early, but his brother had gone away.

In this sentence we find two independent statements, the entire subject and the entire predicate of each statement being as follows:

Statement 1. John came to the city early.

Statement 2. His brother had gone away.

Notice that neither statement is dependent on, or related to the other, since it does not form any part of the subject or the predicate of the other.

Examine the statements in the following sentences, and decide in each case whether the statement is independent or dependent:

1. His waistcoat was of gosling green, and his sisters had tied his hair with ribbon.
2. My grandsire drew a good long-bow at Hastings, and I trust not to dishonour his memory.
3. The old maps which the navigators of the sixteenth century formed, played strange pranks with the geography of the new world.
4. The heat melts the snow from the lower hills, but the higher parts remain covered.
5. The wreck was cut away, the ship was cleared, and her head was turned to the sea.

Notice in sentences (1), (2), (4), and (5) that none of the statements are dependent. When a sentence consists of two or more statements or clauses which are all independent, the sentence is called a **compound** sentence.

The second statement in a compound sentence is often abbreviated, for example:

The child thought of his father and (the child) was preparing to quit the ravine.

NOTE:—A statement which forms a part of a complex, or of a compound sentence, is usually termed a **clause**. In a complex sentence it is called a **subordinate** clause when it is a dependent statement, and a **principal** clause when it is an independent statement.

EXERCISE 30

Examine the following sentences, and tell whether they are simple, complex, or compound:

1. The coast-line was tolerably accurate, but the centre of America was represented as a vast inland sea.
2. These wise beavers know that they must have a store of food for

winter. 3. The bark of these logs supplies them with food. 4. We hastened on board and set sail with all possible speed. 5. His comrade bent to lift him, but the spark of life had fled. 6. He had just raised the cup to his lips when his eyes fell upon a soldier who was looking longingly at the cool drink. 7. When fish are not plentiful enough, the otters will attack ducks. 8. The number of those who are naturally foolish is exceedingly great. 9. I am glad that you have so good a memory. 10. The night was closing in, and with the night came the cold. 11. The man hardly dared to look out of the window. 12. Turn now your faces homeward, brave Canadians.

DEFINITION

A compound sentence is one that consists of two or more independent statements.

NOTE:—When one or more of the independent statements in a compound sentence are themselves complex, the sentence is called a **compound-complex** sentence, for example:

If thou strikest the apple, I will pardon you both; but if thou refusest this trial, thy son shall die.

CHAPTER XX

SUBORDINATE CLAUSES AND PHRASES

Compare the italicized parts in each of the following groups of sentences:

1. *Honourable* men pay their debts.
2. Men *who are honourable* pay their debts.
3. Men of honour pay their debts.

1. He came *then, immediately*
2. He came *when he was called.*
3. He came *at that time. at once.*

1. *Exercise* benefits you.
2. *What you are doing* benefits you.
3. *To take exercise* benefits you.

In the first sentence in each group we find a single word ("Honourable", "then", "Exercise",) forming some part of the sentence.

In each of the second sentences we find a subordinate clause taking the place of, and having the same value as, the single word.

In each of the third sentences we find a group of words ("of honour", "at that time", "To take exercise",) which does the same work in the sentence as the single word, as follows:

"Of honour" takes the place of "Honourable" and modifies "men".

"At that time" takes the place of "then" and modifies "came".

"To take exercise" takes the place of "Exercise" and is the subject of "benefits".

Notice concerning these groups, "of honour", "at that time", "To take exercise":

1. They are not subordinate clauses, since they have no subject and predicate and, therefore, do not make a statement.

2. They are each used in the sentence with the value of a single word.

A group of words, such as "of honour", "at that time", "To take exercise", which does not make a statement and is used with the value of a single word, is called a **phrase**.

EXERCISE 31

Examine the italicized groups of words in the following sentences, and state whether they are phrases or subordinate clauses, giving reasons in each case:

1. Bands of *Loyalists* came by land.
2. *From my heart*, I give thee joy.
3. Thank God, I *have done* my duty.
4. *When thou comest there*, throw **my sword** in that water.
5. Then the soldier took his spear *in both his hands*.
6. The Russians *on their left* drew breath for a moment.
7. *As we sail on*, we come to the China Sea.
8. *With unabated fury* the noble troopers dashed *at their enemy*.
9. He *that had received one talent* digged *in the earth*, and hid his lord's money.
10. They quite understood *what he meant*.

DEFINITIONS

1. A phrase is a group of words which does not make a statement, and is used in the sentence with the value of a single word.

2. A subordinate clause is a group of words which makes a statement, and is used in a complex sentence with the value of a single word.

CHAPTER XXI

I. GRAMMATICAL VALUES OF SUBORDINATE CLAUSES

Compare the uses of the italicized parts in the following pairs of sentences:

1. *Bread* is sufficient.
2. *What you sent* is sufficient.
1. They have *apples*.
2. They have *whatever they want*.
1. The man is a *soldier*.
2. The man is *what he seems*.

In the first sentences a noun has been used as subject, object, and subjective completion respectively, while in the second sentences a clause is in each case put in place of the noun.

In the following sentences point out any clauses that have the value of nouns:.

1. I heard what he said.
2. Whatever they left was put in the desk.
3. We know who did it.

Clauses such as "what he said", etc., which have the value of nouns, are called **noun clauses**.

EXERCISE 32

Point out the noun clauses in the following sentences, and give the relation of each:

1. He thought that the schoolmaster's ways were not so very disagreeable. 2. We hope that there may be a few. 3. The boy is often what might be called a pest. 4. He did not know that the owner had departed. 5. What seemed warm to her was cold to the child. 6. Who I am my parents know. 7. This accident was what upset all our plans. 8. I see that you are weary. 9. How the builders put them into their places is a question. 10. The leaf tells us what kind of plant it is.

Compare carefully the italicized modifiers in each of the following pairs of sentences:

1. *Honest* boys will succeed.
2. Boys *who are honest* will succeed.
1. *Old* books are often valuable.
2. Books *that are old* are often valuable.
1. We admire a *brave* boy.
2. We admire a boy *who is brave*.

In the first sentence in each group we have an adjective, "Honest", etc., modifying a noun, while in the second sentence we find a clause, "who are honest", etc., modifying the noun.

In the following sentences point out the clauses that modify nouns:

1. Little girls that cut their own hair should be reproved.
2. Suddenly came a sound that threw the doe into a panic of terror.
3. He gave the dog a blow which killed it.
4. Bodies which radiate freely have the power of absorbing heat.
5. There are some roots which are developed along the stem.

A clause used to modify a noun is called an **adjective clause**.

NOTE:—Like the adjective, an adjective clause may be used to modify a pronoun, for example:

They that sow in tears shall reap in joy.

Compare the italicized modifiers in each of the following pairs of sentences:

1. He came *yesterday*.
2. He came *when you were away*.
1. The man is *much* better.
2. The man is better *than he was*.
1. The letter came *much* sooner.
2. The letter came sooner *than she expected it*.

Notice that in the first sentence of each group an adverb modifies a verb, an adjective, and an adverb, respectively, while in the second sentence a subordinate clause takes the place of the adverb.

Point out the clauses in the following sentences, and tell whether they modify verbs, or adjectives, or adverbs:

1. As she approached, she saw a boy with a rifle.
2. She ran to the fort as quickly as she could.
3. The weather is colder than it was yesterday.
4. Did you find the book where you were looking?
5. The boys moved so slowly that we soon caught up to them.

A clause used to modify a verb, an adjective, or an adverb is called an **adverb clause**.

EXERCISE 33

In the following exercise classify the subordinate clauses as adjectives or adverbs:

1. He thought of the fun that he had planned for that day.
2. The boy tugged at the colt till he got him back.
3. He is everything that a soldier should be.
4. He caught sight of a dark form as it darted past.
5. Not far from Cairo, which is now the capital of Egypt, stand the famous pyramids.
6. As he went along by the canals, he pulled the flowers which he admired.
7. Those who could swim jumped into the water.
8. We trod lightly upon the straw, because it had soft mud under it.
9. They had not gone far when they passed by a field.

DEFINITIONS

1. A noun clause is a subordinate clause used in a sentence with the value of a noun.

2. An adjective clause is a subordinate clause used in a sentence with the value of an adjective.

3. An adverb clause is a subordinate clause used in a sentence with the value of an adverb.

EXERCISE 34

Classify the subordinate clauses in the following exercise as noun, adjective, or adverb clauses:

1. As we sail farther on we come to the China Sea.
 2. The very first object that met his eyes was the wretched prisoner.
 3. When the ship was finished the fifty heroes came to look at her.
 4. Now is a time which will never return again.
 5. There was ample room, as we had lowered the mast.
 6. When he saw that nobody was looking, he gave her a five-cent piece.
 7. England expects that every man will do his duty.
 8. They found that it was the stormiest ocean that they had ever crossed.
 9. When I had finished it, he asked me where I was going to school.
 10. They stood so motionless that they might have been taken for statues.

CHAPTER XXII

ANALYSIS BY CLAUSES

When we divide a sentence into the various clauses of which it is composed and state the value of each, we are said to be giving the analysis of the sentence by clauses.

MODEL

The little boy looked around in vain. The pain became harder to bear, but the boy moved not. Tears rolled down his cheeks, as he thought of his little bed in which he might now be sleeping so soundly.

SENTENCE 1

The little boy looked around in vain.

A simple sentence, assertive.

SENTENCE 2

The pain became harder to bear, but the boy moved not.

A compound sentence.

Clause 1. The pain became harder to bear.

An independent clause, assertive.

Clause 2. The boy moved not.

An independent clause, assertive.

SENTENCE 3

Tears rolled down his cheeks, as he thought of his little bed in which he might now be sleeping so soundly.

A complex sentence.

Clause 1. Tears rolled down his cheeks.

A principal clause, assertive.

Clause 2. As he thought of his little bed in which he might now be sleeping so soundly.

An adverb clause modifying the verb "rolled".

Clause 3. In which he might now be sleeping so soundly.

An adjective clause modifying the noun "bed".

EXERCISE 35

Write out the analysis of the following sentences by clauses:

1. As they were thus discoursing, they discovered some thirty windmills that are in that plain.

2. A peculiar melancholy reigns over the aisle where Mary lies buried. The light struggles dimly through windows darkened by dust. The greater part of the place is in deep shadow, and the walls are stained and tinted by time and weather.

3. I had been often told that the rock before me was the haunt of a spirit, and that several persons who had passed by it had been entertained with music.

CHAPTER XXIII

GRAMMATICAL VALUES OF PHRASES

ADJECTIVE AND ADVERB PHRASES

Compare the italicized parts in each of the following groups of sentences:

1. *Kind* children love animals.
2. Children *of a kind nature* love animals.
1. They heard a *childish* cry.
2. They heard the cry *of a child*.
1. We own the *distant* house.
2. We own the house *in the distance*.

In each of the first sentences of these groups we find an adjective, "Kind", "childish", "distant", modifying a noun. In the second sentences of these groups we have the phrases "of a kind nature", "of a child", "in the distance", taking the places of the adjectives and modifying the nouns, as follows:

"of a kind nature" modifies the noun "Children".

"of a child" modifies the noun "cry".

"in the distance" modifies the noun "house".

Point out the phrases in the following sentences, and tell what they modify:

1. The ice upon the trees was beautiful.
2. The road up the pass was steep.
3. The book on the desk is larger.
4. Exercises in archery closed the sports.
5. We descended the slope of the mountain.

A phrase such as "upon the trees", "up the pass", etc., which modifies a noun or a pronoun, is called an **adjective phrase**.

Compare the modifiers of the verb in each of the following pairs of sentences:

1. He came *quickly*.
2. He came *in haste*.
1. The man sat *here*.
2. The man sat *on this bench*.
1. He walked *away*.
2. He walked *from the room*.

In the first sentence of each group we have an adverb modifying a verb, while in the second sentence, a phrase is made to take the place of the adverb and modify the verb, as follows:

“in haste” modifies the verb “came”.

“on the bench” modifies the verb “sat”.

“from the room” modifies the verb “walked”.

A phrase is also frequently used like an adverb to modify an adjective, for example:

1. She carried a heart heavy *with sorrow*.

2. We found the boys ready *for the sport*.

When a phrase is used like an adverb, to modify a verb or an adjective, it is called an **adverb phrase**.

EXERCISE 36

A

Point out the adjective phrases and the adverb phrases in the following sentences, and tell what they modify:

1. The gentleman with a kind face took the child home. 2. The enormous black mass rolled to one side. 3. One moment of stupid surprise succeeded the entrance of the iron. 4. We have a land rich in minerals. 5. He put it into his mouth, and swallowed it in a hurry. 6. The time for the execution was at hand. 7. Why comes the flower upon the plant? 8. He was a boy favoured by all. 9. Thirsty with heat I rushed into the lake. 10. The bark of these trees supplies them with food. 11. They looked at the lake with amazement. 12. By this time the evening sun streamed in full splendour over the black clouds. 13. The city of Thebes was the ancient capital of Egypt.

B

Add suitable phrases to the italicized words in the following exercises, and state in each case the grammatical value of the added phrase:

1. The woman *took* a loaf.
2. The boy took a large *piece*.
3. The *passage* was very difficult.
4. The men suddenly *halted*.
5. The *light shone* brightly.
6. *Some* were ready.

DEFINITIONS

1. An adjective phrase is one that modifies a noun or a pronoun.

2. An adverb phrase is one that modifies a verb or an adjective.

EXERCISE 37

Point out the adjective phrases and clauses, and the adverb phrases and clauses in the following sentences, and tell what each modifies:

1. The aldermen of the city met in the city hall.
2. The club-moss which grows on heaths is one of these.
3. She noticed on his finger the ring which she had given him.
4. On a sudden an event happened which decided the victory.
5. Three wives sat up in the lighthouse tower, and they trimmed their lamps as the sun went down.
6. Crows are tenacious of life.
7. He knows the value of frugality and gathers the nuts before they are ripe.
8. A look of intense delight broke over her countenance.
9. The house still remained where it was.
10. When the bugle sounded the little garrison retired to rest.

CHAPTER XXIV

THE PREPOSITION

Classify the phrases in the following sentences, and examine carefully the italicized word in each phrase:

The book *on* the desk is torn.

The book *beside* the desk is torn.

The book *under* the desk is torn.

Notice concerning these italicized words:

1. Each helps to form an adjective phrase.
2. Each connects the noun "desk" within the phrase to the word "book" which the phrase modifies.
3. Each tells the relation existing between the two objects, "book" and "desk", that is whether the *book* is *on*, *beside*, or *under* the *desk*.

Examine also the italicized word in each of the following phrases:

1. I went *to* him.
2. I went *with* him.
3. I went *from* him.

Notice concerning these words:

1. Each helps to form an adverb phrase.
2. Each connects the pronoun "him" within the phrase to the verb "came", which the phrase modifies.
3. Each shows the relation of the person denoted by "him" to the action denoted by "went", that is, whether my going was *to*, *with*, or *from* him.

In the following sentences point out each word which joins a noun or a pronoun within a phrase to a preceding word and denotes some relation:

1. A torrent roared beneath them.
2. The fence around the garden was broken.
3. The spirits of your fathers shall start from every wave.
4. He is kind to them.

A word such as "beneath", "around", "of", "from", or "to", which joins a noun or a pronoun in a phrase to another word, and shows the relation between the notions they express, is called a **preposition**.

* NOTE 1:—The noun or the pronoun used with the preposition to make up a phrase is called the **object** of the preposition.

NOTE 2:—Like the other parts of speech, the preposition may sometimes occur as a phrase, for example:

1. They spoke *about* the game..... preposition
2. They spoke *in regard to* the game.. preposition phrase

EXERCISE 38

A

Point out the prepositions in the following sentences, and state definitely the use of each. Tell also the kind of phrase each helps to form:

1. He spoke below his breath. 2. Fond Memory brings the light of other days around me. 3. She by her spells cast a deep sleep upon the dragon. 4. The men passed slowly out of the room. 5. He pressed the end of the boat-hook against the gunwale. 6. The sound of the report rolled up the river. 7. The crowds on the bank rush along the shore. 8. They shouted at the top of their voices to those in the boat. 9. After the usual wait, he reappears in another part of the lake. 10. The horizon glowed at night with the red light of moving prairie fires. 11. I took him upon my back and carried him over the brook. 12. The wagon is ready for us.

B

Fill the blanks in the following sentences with suitable prepositions, and state definitely the use of each:

1. His heart melted — him.
2. The man would not go — his coat.
3. The ice — the pond is very thin.
4. It fell — the corner — the other end — the room.
5. He attacked them — regard — their numbers.

6. The arrow whistled — the air and lighted — the inner ring.
7. Look — yourself — the glass.
8. The greatest danger — rafts is — the rapids.
9. They formed — the narrow beach — the foot — the winding path.
10. We passed — a path — beautiful beds — flowers.

DEFINITION

A preposition is a word which joins a noun or a pronoun to some other word and shows the relation between the notions they express.

CHAPTER XXV

I. THE CONJUNCTION

Compare the uses of the italicized words in the following sentences:

1. The men came *for* the horse.
2. The men came *because* they were sent.

Notice concerning these italicized words:

1. The word “for” in the first sentence joins the noun “horse” to the verb “came”, and shows the relation between the notions they express, and is therefore a preposition.

2. The word “because” in the second sentence introduces a subordinate clause and relates it to the word “came”.

In the following sentences point out the words that introduce and relate subordinate clauses:

1. They had gone away before we arrived.
2. We told them that the boys had gone.
3. They play in the shed because the weather is cold.
4. They finished the work although it was very dark.

A word such as "before", "that", "because", or "although", which joins and relates a subordinate clause to some word or phrase in another clause, is called a **conjunction** (Latin *conjungo*—I join together).

EXERCISE 39

Point out the conjunction in each of the following sentences, mentioning in each case the kind of clause it introduces.

1. He completed the work as he had been directed. 2. The weather is colder than it was yesterday. 3. Why create regrets when there is no remedy? 4. I wished for the wings of an eagle that I might fly away to those happy lands. 5. Turn to this great Northwest, whither my wandering steps are about to lead me. 6. I asked him why he sat so still. 7. I stooped that he might get off. 8. The bully inquired whether he had anything to say for himself.

EXERCISE 40 (REVIEW)

Point out the prepositions and the conjunctions in the following sentences, and state why you consider them such:

1. Three corpses lay on the shining sands in the morning gleam as the tide went down. 2. I did not go, because my foot had been cut by the blow of an axe. 3. If it were pressed till it became hard it would not be unlike coal. 4. When ye pray, use not vain repetitions, as the heathen do. 5. Before I could think, the mighty beast leaped into the sunshine. 6. Although the whale was exceedingly vigorous, we drew close to him. 7. In a minute they showed us that our supposition was incorrect. 8. As the dusk gathered he grew afraid. 9. That our troops might acquit themselves valiantly in real engagements, they were obliged to run these hazards in sham ones. 10. Their looks followed us in silence till we were out of sight.

CHAPTER XXVI

II. THE CONJUNCTION—*continued*

Classify the clauses, and examine the italicized words in the following sentences:

1. John left the house *before* you came.
2. John was present *but* I did not see him.

Notice that the word “before” relates a subordinate clause, while the word “but” merely joins the independent clauses of a compound sentence. The word “but”, therefore, does not show any relation between the clauses, since neither clause of a compound sentence tells anything about any part of the other. (See Chapter XIX.)

Point out any words in the following sentences which connect, but do not indicate any relation:

1. The world of waters is our home and merry men are we.
2. Have the boys gone or are they in the yard?
3. They came here after you left.
4. He called them but they made no reply.
5. They have not come nor have they sent us word.

Words such as “and”, “or”, “but”, and “nor”, which join together independent clauses, are also called **conjunctions**.

EXERCISE 41 (REVIEW)

Point out the conjunctions in the following sentences, and tell in each case whether the conjunction simply joins, or shows a relation, and why:

1. He moved as he spoke, and the creature followed him.
2. Try to subdue him if you like, but you will tire yourself to no purpose.
3. The sentinel told me that he heard voices from the river.
4. The boys ran quickly, yet they could not catch him.
5. Before I could prevent him,

his hand was upon the door. 6. I secured them at a bargain, or I should not have bought them. 7. Before the man could slip in another cartridge, the beast was upon him. 8. We sat with the door wide open, that we might see him come in. 9. Wealth will not bring happiness, nor will fame yield peace. 10. Talk not of grief till you have seen the tears of warlike men.

III. THE CONJUNCTION—*continued*

Examine the italicized connectives in the following sentences:

1. John (came to school) *and* James came to school.
2. The waves of the sea rose *and* (the waves of the sea) fell.
3. We met Mary *or* (we met) Jane.

Notice concerning these connectives:

They are conjunctions joining together independent clauses.

We naturally leave out the parts in brackets, and the connectives then join words, as follows.

John and James came to school.

The waves of the sea *rose and fell*.

We met *Mary or Jane*.

Notice further that the words joined by the conjunction are used in the same way in the sentence:

“John” and “James” are both subjects of “came”.

“Rose” and “fell” are both predicates of “waves”.

“Mary” and “Jane” are both objects of “met”.

Conjunctions may, therefore, join together words in a sentence. They do not, however, like the preposition, show any relation between the notions which the words express. Indeed, the words both have relation to another word.

NOTE:—Two parts of a sentence joined by a conjunction and used in the same relation, are said to form a **compound part**.

Examples:

1. *John* and *James* came to school. Compound subject.
2. The waves of the sea *rose* and *fell*. Compound predicate.

EXERCISE 42

Tell whether the italicized words in the following sentences are prepositions or conjunctions, and why:

1. Theirs was no hideous *or* unnatural rage.
2. The rabbit lifted his head *with* a quick motion.
3. The master never gave him apples *or* cakes.
4. He chanted a melody loud *and* sweet.
5. His hard heart melted *at* the sight.
6. His voice seemed hard *and* severe.
7. My breath came *and* went.
8. Honour *and* shame from no condition rise.
9. The keeper came *under* the tree.
10. A new *and* stronger current of life flowed through him.

IV. THE CONJUNCTION—*continued*

Examine the conjunctions in the following sentences:

1. The sun crosses the equator in March *and* (the sun crosses the equator) in September.
2. I told you that they were windmills, *and* (I told you) that nobody could think otherwise.

Notice concerning these connectives:

1. They are conjunctions joining together independent statements.
2. We naturally omit the parts in brackets, and then these conjunctions respectively join together phrases and subordinate clauses used in the same way in the sentence.

The phrases "in March" and "in September" both modify "crosses".

The subordinate clauses "that they were windmills" and "that nobody could think otherwise" are both objects of "told".

We have now learned that conjunctions (1) may relate a subordinate clause to some word or phrase in another clause; or (2) may join together independent clauses, and also words, phrases, or subordinate clauses used in the same way in a sentence.

NOTE 1:—When two parts of a sentence are joined together, a conjunction is frequently placed before each part. Such double connectives are called **correlative conjunctions**.

Examples:

1. *Neither* James *nor* John went to school.
2. The waves of the sea *both* rose *and* fell.
3. I met *either* Mary *or* Jane.

NOTE 2:—Like the other parts of speech, a conjunction may take the form of a phrase.

Examples:

1. All doubts were dispelled, *as soon as* morning dawned.
2. I met Mary *as well as* Jane.

EXERCISE 43

Point out the conjunctions in the following sentences, and tell whether they show relation or simply connect, and why:

1. He passed by the town and out of the street.
2. My head aches so much that I cannot go.
3. You know that you have deserved death and that you must prepare for it.
4. My peril was less than you may think.
5. They must stop here, since it is impossible to go further.
6. If I live and reign, these laws shall be improved.
7. He waited

patiently until the queen had done. 8. My heart shall neither fail me nor seduce me. 9. This severity vexed him as well as the rest of us. 10. As soon as the queen's passion gave an opportunity, he replied. 11. Your friend is calling for you, nor will he cease till you come.

DEFINITION

A conjunction is a word used to join words, phrases, or clauses used in the same way in a sentence; or to relate a subordinate clause to some part of another clause.

CHAPTER XXVII

THE INTERJECTION

Note carefully the entire subject and the entire predicate in each of the following sentences:

1. Hurrah! our club has won the game.
2. Ha! do you laugh at my words?

Here, as in Chapter VI, we discover elements—"Hurrah!" and "Ha!"—which do not form any part of the subject or predicate of the sentences, but are added to show the speaker's feeling in regard to the matter referred to. Such words are called **interjections**.

Point out the interjections in the following sentences:

EXERCISE 44

1. Pshaw! I have forgotten my books.
2. Dear me! these children are very late.
3. Alas! war is most cruel.
4. Ah me! the poor child is very sick.

NOTE:—The speaker may also indicate his feeling in reference to the statement by the form of the sentence, for example:

How they will talk about it!
What a good time we have had!

Such sentences are often described as interjectional or **exclamatory** sentences.

CHAPTER XXVIII

DIFFERENT GRAMMATICAL USES FOR THE SAME WORD

Compare the uses of the italicized words in each of the following groups of sentences:

1. *Iron* is heavy.
 2. The *iron* wedge is broken.
 3. They *iron* the clothes on Tuesday.
-
1. He came *before* I left.
 2. He came *before* dinner.

Notice that the word "iron" is used above with three different grammatical values, being a noun in the first sentence, an adjective in the second, and a verb in the third.

In like manner, the word "before" is a conjunction in the first sentence and a preposition in the second. Thus we see that, by changing the use of any word in the sentence, we may also change its grammatical value. The grammatical value of any word depends, therefore, upon the way in which it is used in the sentence.

EXERCISE 45

State the part of speech of the italicized words in the following pairs of sentences:

1. Put *this* on the desk. *This* book is torn.
2. I have a *better* pen. *This* pen writes *better*.
3. The *soil* is good. Children often *soil* their clothes.
4. He came *for* a book. Do not go, *for* the day is cold.
5. We had a good *play*. They *play* in this field.
6. He *looks* much better. His *looks* deceived us.
7. They *whip* up the horses. The *whip* lies on the ground.

EXERCISE 46

1. *Compose sentences using each of the following words as a noun, and as a verb:*

cost, paint, play, visit.

2. *Compose sentences using each of the following words as a pronoun, and as an adjective:*

each, other, some, this, what.

3. *Compose sentences using each of the following words as an adverb, and as a preposition:*

above, before, by, near, under, within.

CHAPTER XXIX

SUMMARY

We have now divided the various words composing sentences into seven classes, as follows: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions. These seven classes of words are usually spoken of as the seven **Parts of Speech**, because they are used in forming the various divisions of a sentence.

The seven parts of speech may be classified as follows:

1. The *three principal parts of speech*—the Noun, the Pronoun, and the Verb.

These are called the principal parts of speech because they are used in forming the two essential parts of a sentence—subject and predicate.

2. The *two modifying parts of speech*—the Adjective, and the Adverb.

3. The *two connecting parts of speech*—the Preposition, and the Conjunction.

DEFINITION

The Parts of Speech are the classes into which words are divided according to their uses in the sentence.

NOTE:—The interjection is not regarded as a part of speech, since it does not form a subdivision of either the subject or the predicate of a sentence.

EXERCISE 47 (REVIEW)

A

Classify all the words in the following sentences:

1. On the south side of the strait is Labrador. 2. The wind rose again, and the boat drifted in toward the bank. 3. The captain looked grim but said nothing. 4. He hurriedly dressed himself and obeyed. 5. The hills and leafless forests slowly yield to the thick-driving snow. 6. Waves leap up in all directions, as the river hurls itself through some narrow gorge. 7. It expands as it rises, because the pressure of the air becomes less.

B

Point out the adverbs, prepositions, and conjunctions in the following sentences:

We waited and waited until an hour had passed, and then concluded that our friend was either dead or had gone out, as he gave no sign of his presence.

The years of my youth and hopes of my manhood are stored away in the vaults; and I know that I shall find everything elegant, beautiful, and convenient when I come into possession.

I wandered into it at noontide, when all nature is particularly quiet, and was startled by the roar of my own gun, as it broke the Sabbath stillness around, and was prolonged and reverberated by the angry echoes. If ever I should

wish for a retreat from the world and its distraction, I know of none more suitable than this little valley.

C

Give the grammatical values of the phrases and subordinate clauses in the following sentences:

We made our best speed across the strip of wood that now divided us from the stockade; and at every step we took the voices of the buccaneers rang nearer. Soon we heard their footsteps as they ran, and the cracking of the branches as they breasted across a bit of thicket.

PART II

CLASSIFICATION OF THE PARTS OF SPEECH

CHAPTER XXX

THE NOUN

In our study of the parts of speech in Chapter X, we learned that a noun is the name of some object, for example:

John, book, Toronto, etc.

Nouns also frequently name actions, or qualities, etc., for example:

We heard a *shout*.

The *talking* of the children was tiresome.

Strength and *beauty* are admired.

EXERCISE 48

Point out the nouns in the following sentences, and tell what is named by each:

1. The misery of the man was great.
2. Famine is worse than the sword.
3. Our early walk gave us an appetite.
4. John did not like the taste of the apples.
5. The speed of the train was very great.
6. We heard the puff of the engine in the distance.
7. The sickness of the horse caused a delay.

CLASSES OF NOUNS

I. ACCORDING TO APPLICATION OF NAME

Compare the extent to which each italicized noun in the following groups is used in naming objects:

1. A *city* is represented by a small square.
2. *Toronto* is represented by a small square.

1. A *river* is shown by a dark line.
2. *Niagara* is shown by a dark line.

1. A *boy* broke it.
2. *Roy* broke it.

The nouns, "city", "river", and "boy" are applied in naming any one of a large number, or a whole class of objects, while the nouns "Toronto", "Niagara", and "Roy" are each used to name some particular object.

Examine the nouns in the following sentences, and decide whether they are names common to a class of objects, or names of particular objects:

1. Erie is a shallow lake.
2. Mary is playing with the other girls.
3. Milton was a famous poet.
4. Kitchener was a great general.
5. London is the largest city.

Nouns such as "lake", "girls", "poet", "general", and "city", which are names *common to a whole class* of similar objects, are called **common** nouns. (Latin, *communis*, common to several or to all)

Nouns such as "Erie", "Mary", "Milton", "Kitchener", and "London", which name *particular* objects, are called **proper** nouns. (Latin, *proprius*, special, particular)

EXERCISE 49

Classify the nouns in the following sentences as proper or common:

1. The horses are in the barn.
2. Ontario is a leading province in Canada.
3. Harry is the first pupil in the class.

4. Paris is the capital of France.
5. Your brother is a carpenter.
6. A flock of birds flew over the house.
7. Our friend William met a stranger near the bridge.
8. Britain shall triumph, her ships rule the sea.
9. Jason bore home with him Medea, the beautiful witch maiden, who became his bride.

DEFINITIONS

1. A common noun is a name applied to any individual of a whole class of objects.

2. A proper noun is a name applied to a particular individual of a class to distinguish that individual of the class from the other members of the same class.

NOTE:—A proper noun begins with a capital letter.

II. ACCORDING TO SEX

Examine the italicized nouns in the following groups, stating in each case the sex of the objects named:

The *woman* carried the little *girl*.

The *servant* carried the *child*.

The *lioness* attacked a *man*.

The *animal* attacked a *spectator*.

The nouns, "woman", "girl", "lioness", and "man" denote that the objects named are male or female.

The nouns, "servant", "child", "animal", and "spectator", on the other hand, do not indicate whether the objects are male or female.

Examine the nouns in the following sentences, and decide in each case whether the noun signifies that the object named belongs to a particular sex:

1. Mother has a little bird.
2. James has a new book.
3. My friend saw your daughter.

Nouns such as “mother”, “James”, or “daughter”, which denote the sex of the object named, are called **gender-nouns**.

Nouns such as “book”, “bird”, or “friend”, which do not denote or mark sex, or which do not denote a definite sex, are called **neuter-nouns**.

State the sex denoted by each of the following gender-nouns:

1. My father saw the count.
2. My mother met the countess.
1. The duke went to the king.
2. The duchess came from the queen.

Nouns such as “father”, “count”, “duke”, and “king”, which denote male beings, are called **masculine gender-nouns**.

Nouns such as “mother”, “countess”, “duchess”, and “queen”, which denote female beings, are called **feminine gender-nouns**.

The distinction of gender-nouns as masculine nouns and feminine nouns, according to the sex of the object named, is called **gender**.

Nouns are, therefore, classified as follows:

Nouns	{	1. Gender-nouns	{	1. Masculine Gender-nouns
		2. Neuter-nouns		2. Feminine Gender-nouns

EXERCISE 50

State the gender of each of the following nouns:

Husband, heroine, baron, son, princess, niece, emperor, nun, Paul, man-servant, master, landlady, prophet, lass, girl.

MODES OF SHOWING GENDER

Note the manner in which sex is indicated in the following pairs of gender-nouns:

1. boy, girl
2. king, queen
3. monk, nun
1. count, countess
2. hero, heroine
3. baron, baroness
1. he-goat, she-goat
2. gentleman, gentlewoman
3. landlord, landlady

From these examples we notice that a distinction of sex is indicated by gender-nouns in three different ways:

1. By the use of a different word for each gender-noun—boy, girl, etc.

2. By deriving a feminine gender-noun from the masculine by means of an ending or suffix—count, countess, etc.

3. By compounding “he” and “she”, or a pair of gender-nouns with another word—gentleman, gentlewoman, etc.

NOTE:—Some gender-nouns derived from other languages retain their foreign forms, for example:

<i>Masculine</i>	<i>Feminine</i>
executor	executrix
testator	testatrix
beau	belle

DEFINITIONS

1. A masculine noun is one that signifies that the object named is of the male sex.

2. A feminine noun is one that signifies that the object named is of the female sex.

3. A gender-noun is one that signifies the sex of the object named.

4. Gender is a distinction between nouns to denote sex.

5. A neuter-noun is one that does not denote or mark sex, or that does not denote a definite sex.

EXERCISE 51

Write out the gender-noun corresponding to each noun in Exercise 50.

CHAPTER XXXI

THE VERB

I. CLASSES ACCORDING TO MEANING

Contrast the meaning expressed by the bare predicates or verbs in each of the following pairs of sentences, noting what each tells or describes about the person denoted by the subject:

1. The girl *blushed*.
2. The girl *was* shy.
1. The man *slept*.
2. The man *seemed* awake.
1. I *heard* music.
2. I *am* a musician.

In the first sentence of each group, the verb "blushed", etc., describes the person denoted by the subject, by pointing out some action or state belonging to that person. The verb attributes blushing to the girl, or describes her as a blushing girl, etc.

In the second sentence of each group the verb "was", etc., does not describe or point out any attribute in the one denoted by the subject. This is done by the completion "shy", etc. The verb, therefore, merely joins the descriptive or attribute word "shy", etc., to the subject.

Examine the verbs in the following sentences, and decide in each case whether the verb indicates some attribute in

1. seem, look, appear
3. become, grow, get, turn.
4. remain, continue, stay.
THE VERB

2. The ship seems, etc. !cl

the one denoted by the subject, or whether it merely joins a descriptive word to the subject:

1. The colony thrived for a long time.
2. At last the daylight came.
3. We are Canadians.
4. The sentries paced their weary rounds.
5. This man is a robber.
6. The next moment they were safe.

A verb used like "are", "is", or "were", to join a descriptive or modifying word to the subject, is called a **copula** verb.

Compare also the nature of the actions asserted by the following pairs of verbs:

1. The men *departed* on the next train.
2. The child *tore* her dress.
1. The boy *came* up slowly.
2. The boy *hit* the dog.

Here the first verb in each group, in attributing action to the person denoted by the subject, makes a complete assertion, while the second has an object, "dress", etc., to complete the verb's meaning. *Misleading*

Examine the verbs in the following sentences, and state in each case whether the verb asserts an action which is exerted upon some object, or whether the verb asserts an action which is not exerted upon any object:

1. The boy struck the ball.
2. The sun arose in the east.
3. Smoke ascended from the chimney.
4. I received your letter.
5. They make hats from the skins.

A verb, such as "struck", "received", or "make" above, which asserts an action as being exerted upon some object, is called a **transitive** verb.

A verb, such as "arose", or "ascended", which does not assert an action as being exerted upon any object, is called an **intransitive verb**.

Verbs may therefore be classified according to meaning as follows:

1. Copula Verbs
2. Transitive Verbs
3. Intransitive Verbs

EXERCISE 52

Classify the verbs in the following exercise as copula verbs, transitive verbs, or intransitive verbs:

1. The monkey was very funny.
2. The sparrow picked up a fine worm.
3. The boy plodded on.
4. The little fellow seemed sleepy.
5. The front door opened with a bang.
6. The bear is fond of honey.
7. The birds begin to sing again.
8. The room became very warm.
9. Down fell the cheese to the ground.
10. I did that when I was a boy.

DEFINITIONS

1. A **copula verb** is one that does not attribute any action or state to the person or thing spoken of, but joins to the subject a descriptive or modifying word called its completion.

2. A **transitive verb** is a verb that asserts an action as being exerted upon some object. *person or thing*

3. An **intransitive verb** is a verb that does not assert an action as being exerted upon any object. *person or thing*

II. VERBAL NOUNS OR INFINITIVES

Note carefully the grammatical values of the italicized words in the following sentences:

1. Children *study* lessons.
2. *Studying* is hard work.
3. *Studying* lessons is hard work.

In the first sentence "study" is a verb, having as object the noun "lessons". In the second sentence "Studying" is a noun naming the thing spoken about. In the third sentence, also, the word "Studying" is a noun, but it also resembles a verb, since like the word "study" in the first sentence, it takes as an object "lessons".

Compare in like manner the subjects in the following groups, noting especially the use of the italicized word in the second sentence of each:

1. Playing delights boys.
2. Playing *games* delights boys.

1. Reading is useful.
2. Reading *books* is useful.

1. Waiting is very tiresome.
2. Waiting *here* is very tiresome.

Notice also concerning the words "Playing", "Reading", and "Waiting":

1. They are nouns, since they name the things spoken about.

2. They resemble verbs, since they may be followed by objects and modifiers.

Point out any words in the following sentences which partake of the nature of both a noun and a verb:

1. Driving sheep is difficult.
2. He likes painting pictures.
3. He lives by mending shoes.
4. Saying a thing is not doing it.

Words such as "Driving", "painting", "mending", etc., which partake of the nature of both a noun and a verb, are called **verbal nouns** or **infinitives**.

Note the uses of the italicized parts in the following groups:

1. *Studying* is hard work.
 2. *To study* is hard work.
 3. To study *lessons* is hard work.
1. He dislikes *waiting*.
 2. He dislikes *to wait*.
 3. He dislikes to wait *here*.

Notice from these examples:

1. The verbal nouns or infinitives, "Studying" and "waiting", may be changed to "To study" and "to wait".

2. "To study" and "to wait" are also infinitives partaking of the nature of a verb and of a noun, since they may be followed by objects and modifiers—and are at the same time used as nouns in the sentence.

In some of the uses of the infinitive with "to", as in "To study" and "to wait", the "to" has ceased to have any meaning or grammatical value, and the infinitive with "to" may in such cases be regarded as a single word.

EXERCISE 53

A

Change the verbal nouns or infinitives in the following sentences to infinitives with "to" :

1. Telling stories passes the time quickly.
2. I do not like travelling alone.
3. We intend going there to-morrow.
4. Seeing is believing.
5. Being praised pleases many.
6. He taught the children singing.
7. They like seeing the fire.
8. He purposes visiting us next week.
9. He began shouting at the top of his voice.

B

Point out the verbal nouns or infinitives in the following sentences, and give the relation of each :

1. They have learned the proper method of interpreting this language.
2. We like to visit there.
3. Ploughing,

fencing, sowing, and planting followed in quick succession. 4. They want to finish it before going to bed. 5. I began to sing as I walked along. 6. Has the great chief forgotten to tell him? 7. To throw away their hurdles was the work of an instant. 8. He did not choose to leave them to so wretched a death. 9. He began the play by knocking down the first man. 10. I should like to have a chance of seeing the hall before the crowd begins to come in.

DEFINITION

An infinitive is a word partaking of the nature of both a noun and a verb.

III. INFINITIVES—*continued*

Examine carefully the uses of the infinitives in the following sentences:

1. John came *to cut* the wood.
2. We are ready *to do* this.
1. Here is a knife *to cut* it.
2. The time *to do* this had passed.

In the first group the infinitives “to cut” and “to do” respectively modify the verb “came” and the adjective “ready”.

In the second group these infinitives respectively modify the nouns “knife” and “time”.

Thus the infinitive with “to” may be used with the value of an *adverb* or an *adjective*.

Moreover, the infinitive without “to” may have an adverbial value, as in the sentence:

They helped him *study*.

FORMS OF INFINITIVES

Notice the forms of the infinitives in the following sentences:

1. He likes *reading* stories.
2. He likes *to read* stories.
3. He likes to sit and (to) *read* stories.
4. He did nothing except (to) *read*.

Notice from these examples that there are three infinitive forms which are distinguished as follows:

1. The gerund....ending in *ing*, as—"reading".
2. The infinitive....with *to*, as—"to read".
3. The root infinitive....without *to*, as—"read".

NOTE:—The infinitive with "to" may be used as a noun, an adjective, or an adverb, for example:

He wanted *to see* them.

This is the time *to see* them.

He came *to see* them.

EXERCISE 54

Classify the infinitives in the following sentences as to form, and state the grammatical value of each:

1. I need to go, but you need not go.
2. He was sorry to sell the colt.
3. He replied in French by declaring that he had been sent to relieve the guard.
4. They decided to give him an opportunity of proving his statement.
5. He does nothing but talk.
6. I have a book to read.
7. He was able to return in the morning.
8. She made no effort to renew the conversation.
9. He did not have the courage to go up.
10. I was glad to have the chance of helping them.
11. He had just time to reach a large branch.

IV. VERBAL ADJECTIVES OR PARTICIPLES

Note carefully the uses of the italicized words in the following sentences:

1. The men *chop* wood.
2. The men *chopping* are his brothers.
3. The men *chopping* wood are his brothers.

In the first sentence "wood" is a noun object of the verb "chop". In the second sentence "chopping" is an adjective modifying the noun "men". In the third sentence, we find this word "chopping", like the verb in the first sentence, taking an object "wood".

Compare in like manner the subject modifiers in the following groups, noting the use of the italicized word in each:

1. The boy *singing* is very tall.
2. The boy singing the *song* is very tall.
1. The book *given* me was very beautiful.
2. The book given me *then* was very beautiful.

Notice also concerning the words "singing" and "given":

1. They are used as adjectives, since they modify the subject noun in each case.
2. They resemble verbs, since they may be followed by objects and modifiers.

Words such as "chopping", "singing", "given", which have the nature of both an adjective and a verb, are called **verbal adjectives** or **participles**.

EXERCISE 55

Point out the participles or verbal adjectives in the following sentences, and tell what they modify:

1. I passed a boy wearing an old coat.
2. They saw the fire blazing on the hearth.
3. He caught the lad stealing apples.
4. Tiles, wrought into a mosaic, form a pretty pavement.
5. Kneeling slaves offered to the honoured guests dishes laden with food.
6. In front was a foe thirsting for revenge.
7. He saw the two great beasts gliding toward the door.
8. The female panther fell in a heap, snarling furiously and striking with her paws.

DEFINITION

A participle is a word partaking of the nature of both an adjective and a verb.

V. CLASSES OF PARTICIPLES

Compare the conditions of the action expressed by the participles in each of the following groups:

1. The leaves *falling* from the trees covered the ground.
The leaves *fallen* from the trees covered the ground.
2. A man *returning* from there told us.
A man *returned* from there told us.

Notice that the first participle in each group, "falling" and "returning" represents the action expressed by the participles as going on or incomplete, while the second participle in each group, "fallen" and "returned," represents the action as finished or complete.

A participle which represents an action or state as going on or incomplete, is called an **imperfect** participle.

A participle which represents an action or state as completed is called a **perfect** participle.

Participles are therefore classified as follows:

1. Imperfect participles:—falling, giving, loving, etc.
2. Perfect participles:—fallen, given, loved, etc.

From our previous study we have learned that both infinitives and participles may end in "ing".

Examples:

1. *Standing* is tiresome....Verbal noun or infinitive
2. The boy *standing* is ill....Verbal adjective or imperfect participle

EXERCISE 56

Classify the infinitives and the participles in the following:

1. He saw bones scattered about. 2. They have begun asking riddles. 3. We took an interest in questions of eating and drinking. 4. The course decided on was likely to succeed. 5. I could feel the rope slipping off. 6. He began gently shifting it. 7. A point once yielded them is never recovered. 8. Getting up from the chair, Mary began playing with the dog. 9. Occasionally we see a fox emerge from his lair.

NOTE:—Like ordinary verbs, infinitives and participles may be classified as copula, transitive, or intransitive, for example:

INFINITIVES

1. He wants *to be* good..... Copula
2. He wants *to see* you..... Transitive
3. He wants *to depart* Intransitive

PARTICIPLES

1. They forgot about the night *being* cold... Copula
2. I found the boy *gathering* apples..... Transitive
3. Do you know the boy *going* out..... Intransitive

CHAPTER XXXII

THE PRONOUN

I. CLASSES ACCORDING TO PERSON

Examine carefully the forms and meanings of the subject pronouns in the following, noting especially in each case the relation of the speaker to the one denoted by the subject:

1. *I*, the king, must govern justly.
2. *Thou*, the king, must govern justly.
3. *He*, the king, must govern justly.

In these sentences the three pronoun forms, "I", "Thou", and "He", all refer to "king".

Notice further concerning these pronouns:

1. When the pronoun "I" stands for "king", the king is represented as speaking.

2. When the pronoun "Thou" stands for "king", the king is represented as being spoken to.

3. When the pronoun "He" stands for "king", the king is represented as being spoken about.

The pronouns, "I", "Thou", and "He", therefore, denote respectively the person speaking, the person spoken to, and the person spoken about.

Examine the pronouns in the following sentences, and decide in each case whether the pronoun denotes the speaker, the person spoken to, or the person or thing spoken about:

1. Friend, *I* have heard *thee*.

2. Tom, *your* horse is a beauty. Will *you* let *me* have a ride on *her*?

3. The boys were here, but *we* did not see *them*.

4. John saw Mary, but *she* did not know *him*.

A pronoun such as "I", "me", or "we", which represents the speaker, is called a pronoun of the **first person**.

A pronoun such as "thou", "thee", "your", or "you", which represents the person spoken to, is called a pronoun of the **second person**.

A pronoun such as "he", "her", "them", or "him", which represents the person or thing spoken of, is called a pronoun of the **third person**.

NOTE:—In nouns there is no such distinction of person as in some pronouns, though a noun may be considered as being in any one of the three persons, as "king" in the above examples.

NOTE:—The pronoun "thou" ("thee") is seldom used in ordinary speech; it is employed almost entirely in poetry and in the solemn language of prayer.

EXERCISE 57

Give the person of each pronoun in the following sentences:

1. William gave me the knife.
2. Fair youth, you are going into danger, for he who met you is a robber.
3. I, the Lord, have spoken it.
4. The logs make a dam, and this stops the water.
5. I watch continually as they attack the birds.
6. Trust thou in the Lord and He will guide thee.
7. Leave me, comrades, here I drop.
8. If we reverse a germinating seed, the root and stem will twist round of themselves.
9. When the wolves next reach us, I will jump down.
10. Nearer and nearer came the hills as we approached.
11. Who has a knife that will cut this?

DEFINITIONS

1. A pronoun of the first person is one that denotes the speaker.

2. A pronoun of the second person is one that denotes the person spoken to, or the person addressed.

3. A pronoun of the third person is one that denotes the person or thing spoken of.

4. Person is a distinction in pronouns to show whether they represent the speaker, the person spoken to, or the person or thing spoken of.

Pronouns denoting the speaker, or the person spoken to, are called **personal** pronouns.

Pronouns of the third person are divided into further classes on account of certain special peculiarities which they possess.

Compare the pronouns of the third person in the following groups of sentences, noting carefully how each refers to the person or thing indicated:

1. *This* is a clever student.
2. *Who* is a clever student?
3. *Anybody* may be a faithful student.

1. *That* is to be taken.
2. *Which* is to be taken?
3. *Something* is to be taken.

We notice that these pronouns all stand for some person or thing spoken about, but in quite different ways.

1. The words "This" and "That" each point out or call attention definitely to the person or thing indicated.

2. The words "Who" and "Which" introduce questions about some person or thing that they refer to.

3. The words "Anybody" and "Something" refer indefinitely to some person or thing spoken about.

In the following sentences, name the pronouns which (1) definitely point out objects, (2) introduce questions about objects, (3) refer indefinitely to objects:

1. Who said another would be better?
2. What did the boy do to it?
3. Which of the men gave John this?
4. Any of those would be better than these.
5. Those belong to somebody.

1. Pronouns such as "it", "this", "these", and "those", which clearly direct attention to the objects for which they stand, are called **demonstrative** pronouns (Latin *demonstro*, I point out).

2. Pronouns such as "who", "what", and "which", which introduce questions about the objects to which they refer, are called **interrogative** pronouns.

3. Pronouns such as "any", "another", and "somebody", which refer indefinitely to the objects denoted by them, are called **indefinite** pronouns.

NOTE:—Only pronouns of the first and second persons will be spoken of as *personal* pronouns, those of the third person being classified according to their special peculiarities.

Pronouns may, therefore, be classified as follows:

1. Personal pronouns—I, me, we, us, thou, thee, you.
2. Demonstrative pronouns—he, she, it, they, this, that, etc.
3. Interrogative pronouns—who, which, what.
4. Indefinite pronouns—some, any, something, anything, anybody, etc.

EXERCISE 58

Classify the pronouns in the following sentences:

1. Whom did you see?
2. Did the man who passed us have any?
3. What shall I do with him?
4. We have the books with us.
5. I hurt myself yesterday.
6. Those are very thick walls.
7. These and others have learned this.
8. A comrade that was free relieved him.
9. That helps nobody.
10. These watched the flanks and would not permit any to straggle.
11. This is not the grocer, but his brother.
12. Something I would gladly attempt.
13. Who are you? We are Frenchmen come to bring you help.

In addition to the above classes of pure pronouns, there are two classes of words which are partly pronominal.

II. THE CONJUNCTIVE PRONOUN

In each of the following sentences, (1) state the relation of the subordinate clause and note the value of the italicized word, (2) analyse the clause and note the value of the italicized word:

1. I called a man *who* stood by the gate.
2. They shot the dog *which* bit the little girl.

Notice concerning these italicized words:

1. They are like *conjunctions*, since they each connect a subordinate clause with some part of another clause.
2. They are *pronouns*, since they stand for the same objects as "man" and "dog" without naming them, and are used as subjects of "stood" and "bit" respectively.

Point out in the following sentences the words which do the work of both a conjunction and a pronoun:

1. They were caught in a gale which swept them six hundred miles.
2. She heard a noise that chilled her heart.
3. This is the boy whom we met yesterday.
4. He has left a name which is our pride.

Words such as "who", "which", "that", and "whom", when used with the value of both a conjunction and a pronoun, are called **conjunctive** (or relative) pronouns.

NOTE:—A conjunctive pronoun may be considered as being of any person, for example:

1. I, *who* see it, know betterFirst person
2. You, *who* see it, know betterSecond person
3. He, *who* sees it, knows betterThird person

EXERCISE 59

Point out the conjunctive pronouns in the following sentences, and explain why they are both pronouns and conjunctions:

1. The snow, which never thaws, forms a safe protection.
2. These are the mansions of good men who are distributed among the islands.
3. We gave it to a boy whom we met.
4. There was the great basin of the Nile that received every drop of water that drained from Central Africa.
5. The man took what was given him.
6. Many of those who had

outraged him now crouched at his feet. 7. The girl, who had again sunk on the ground, sprang to her feet. 8. Have they sold the prize turkey that was hanging up there? 9. Give it to the man whom I send. 10. The lieutenant cried "Halt" ! in a voice that was heard by all.

DEFINITION

A conjunctive pronoun is a word partaking of the nature of both a pronoun and a conjunction.

III. THE PRONOMINAL ADJECTIVE

Notice carefully the grammatical values of the italicized words in the following sentences:

1. William said: "This is *my* book".
2. John gave me *his* book.
3. Mary sent *her* book.
4. The robin protects *its* young.

Notice concerning the italicized words "my", "his", "her", and "its" :

1. They are *pronouns*, since they denote certain persons without naming them.

2. They are *adjectives*, since they modify nouns.

In the following sentences point out any words that are used both as pronouns and as adjectives:

1. The men brought *their* guns.
2. The girls said to the boys: "Our books are on your desks".
3. The rat lost *its* tail in the trap.

Such words as "their", "Our", "your", "its", etc., which have the value of both a pronoun and an adjective, are usually called **pronominal** adjectives.

EXERCISE 60

Point out the pronominal adjectives in the following sentences:

1. Mary told John that his dog had bitten her brother.
 2. The boy, at my request, took away his books. 3. I wish you would dispense with my reply to your question. 4. The tribe was confined to its district. 5. The old servants shook their heads at his proposal. 6. We love our brothers and we deserve their love. 7. He met his tenants during their retreat from his property. 8. His steps are not upon thy paths.

DEFINITION

A pronominal adjective is a word partaking of the nature of both an adjective and a pronoun.

NOTE:—Like ordinary pronouns, the pronominal adjectives may be classified as personal, demonstrative, interrogative, etc.

Examples:

1. Here is *her* bookDemonstrative
2. Here is *my* bookPersonal
3. *Whose* book was taken?.....Interrogative
4. Here is the boy *whose* hat was lost. Conjunctive



EXERCISE 61 (REVIEW)

Classify fully the nouns, verbs, and pronouns in the following exercise, giving reasons in each case:

1. I brought him home in his nest.
2. We met a man who desired to borrow twenty pounds.
3. I embarked in a vessel that safely arrived at Liverpool.
4. Joseph made himself known unto his brethren.
5. "See how they run !" one of the officers exclaimed.
6. What have we here?
7. This is the man whose house we occupy.
8. Columbus, standing on the forecastle, observed a light
in the distance and pointed it out to the sailors.
9. "Who cried stop?" asked he, turning savagely round.

CHAPTER XXXIII

CLASSES OF ADJECTIVES

I. ACCORDING TO MEANING

Compare the ideas denoted by the italicized adjectives in group (1) with those denoted by the adjectives in group (2), (3), etc., in reference to the modified objects:

1. The *blue* chalk is all gone.
A *large* bird flew by.
Some *sweet* apples were brought.
2. *Three* boys passed by.
Five dollars was paid for it.
The *fourth* girl was late.
3. *This* man is very old.
These books are yours.
Yonder house is large.
Such men are not to be trusted.
4. *Which* pen do you want?
What man told you?
5. *Some* men think so.
Any boy could do that.
Each soldier carried a rifle.

Adjectives are generally divided into four classes, as follows:

1. Adjectives which attribute some quality to the object denoted by the noun or pronoun which they modify, or signify the source or origin of the object. Such adjectives are called **qualifying** adjectives.

Examples: blue, sick, brave, good, Canadian, etc.

2. Adjectives which attribute a definite number or order to the objects denoted by the noun. These are called **numeral** adjectives.

Examples: one, two, three, etc.; first, second, third, etc.

3. Adjectives which are partly adjectival and partly pronominal in function. These are divided into classes corresponding in general to those of the pronouns from which they are derived, and are called **pronominal** adjectives, as—my (possessive), this (demonstrative), which (interrogative or conjunctive), each, other, some, any (indefinite).

4. In addition to the foregoing, two adjectives, “a” or “an” and “the”, are usually placed in a separate class. “A” is really a weakened numeral from *one*, and “the”, a weakened demonstrative from *that*. On account of their weakened meaning, however, they are classified as **articles**, “a” being called the *indefinite article*, and “the” the *definite article*.

NOTE:—Besides the above classes of adjectives, we have also met a class of words called verbal adjectives, which are partly adjectival in nature. (See Chapter XXXI.)

EXERCISE 62

Classify (according to meaning) the adjectives in the following sentences:

1. I will add to it twenty dollars.
2. In those days the skill of each marksman was known for many miles.
3. A loud shout showed the interest taken by the spectators.
4. With two old men she took charge of the fort.
5. Then came foreign soldiers in bright armour and gay uniforms, bearing lances.
6. The boy, mindful of his orders, did not wait.
7. His free, regular footprints are all about.
8. The blind man thankfully partook of his young friend's cakes.

II. ACCORDING TO FORM

Many adjectives which denote qualities that may vary are classified according to their forms.

Compare the forms of the italicized adjectives in each of the following groups of sentences, noting what each adjective implies concerning the object named by the noun:

1. I have a *small* book.
I have a *smaller* book than that.
I have the *smallest* book of the three.
2. This is a *rich* man.
This is a *richer* man than the other.
This is the *richest* man in the city.
3. My book is *large* but it is *smaller* than yours.
His book is *small* but it is *larger* than hers.

Adjectives such as “small”, “rich”, and “large”, whose forms denote that an object actually possesses a certain quality, are said to be of the **positive** form or **positive degree**.

Adjectives such as “smaller”, “richer”, and “larger”, whose forms denote that an object possesses, in relation to another object, more of the quality, are said to be of the **comparative** form or **comparative degree**.

Adjectives such as “smallest” and “richest”, whose forms denote that an object—in relation to two or more other objects—possesses the highest degree of the quality, are said to be of the **superlative** form or **superlative degree**.

Note carefully that only adjectives of the positive form denote the actual possession of any quality. A *poor* man might be richer than another, or the richest among several, yet he would not be spoken of as a *rich* man. An adjective of the comparative or superlative form, therefore, implies only that the object has the quality when compared with others.

MODES OF DENOTING COMPARISON

Notice the modes of denoting the various degrees in the following sentences:

1. He has a light load.
I have a lighter load than that.
This is the lightest load of all.
2. John is a cautious boy.
John is more cautious than his brother.
John is the most cautious boy in the class.
3. John is a good boy.
John is a better boy than James.
William is the best boy in the class.

Comparative and superlative adjectives may be formed in three different ways:

1. Derived from positive adjectives by the addition of *er* and *est*. This is called **regular comparison**.

2. By adding adverbs (more and most, less and least) to the positive. This is called **phrasal comparison**. Adjectives of more than one syllable usually follow this mode of comparison.

3. By the use of different words for different degrees. This is known as **irregular comparison**.

The following is a list of common irregular forms:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	best
bad, evil or ill	worse	worst
much, many	more	most
little	less	least

NOTE:—Since many adjectives signify qualities and conditions which do not admit of variation, there are no adjectives corresponding to them in the other degrees.

Examples: Canadian, daily, round, square, third, this, wooden.

EXERCISE 63

A

Give the other degrees of comparison of the following adjectives:

Able, brave, best, careful, dearer, deep, dull, earlier, majestic, happier, holy, honest, less, liberal, lucky, mean, safer, true, violent.

B

Give, where possible, the degrees of comparison of the adjectives in the following sentences:

1. I said an elder brother, not a better.
2. So doth the greater glory dim the less.
3. His utmost efforts were fruitless.
4. The younger girl is the better student.
5. She is the most industrious child in the class.
6. This is a perfect map.
7. The room is less noisy than it was.
8. The sun pours on the fair earth his quiet smile—the sweetest of the year.
9. I see a huge valley and a prodigious tide of water.
10. Instead of the rolling tide, the arched bridge, and the happy islands, I saw a long, hollow valley.

CHAPTER XXXIV

THE ADVERB

An Adverb, as was seen in Chapter XVII, is a word which modifies the meaning of a verb, an adjective, or another adverb, for example:

The boy ran *quickly*.

Where do you live?

This is *very* heavy.

How dear to my heart are the scenes of my childhood!

He came *very* slowly.

Notice that some adverbs, in addition to modifying a verb, an adjective, or an adverb, may also introduce an interrogative or an exclamatory sentence, as “Where” and “How” in the above examples. Such adverbs are usually called **interrogative** or *exclamatory* adverbs.

I. CLASSES OF ADVERBS

Compare the meanings of the adverbs in group (1), with the meanings of those in group (2), etc.:

1. They are going *now*.
He was here *yesterday*.
When are you going?
2. Our friend lives *here*.
The dog came *near*.
Where are you working?
3. These children play *quietly*.
This pupil studies *well*.
How are you going?
4. They are talking *less*.
Our friend is *very* sick.
He travels *much*.
5. *Why* are you going?
Wherefore did they laugh?
This, *therefore*, is false.
6. You will *surely* succeed.
We shall *never* see him again.
Perhaps the vessel will sail to-morrow.

Notice from the above examples that adverbs may be classified according to their meanings, as follows:

Adverbs of:	{	Time Place Manner Degree or Quantity Cause or Reason
-------------	---	--

Affirmative or Negative adverbs

Potential adverbs (expressing possibility)

EXERCISE 64

Classify the adverbs in the following sentences:

1. I am now much better.
2. A thousand hearts beat happily.
3. The child has almost recovered.
4. His heart more truly knew that sound too well.
5. Shortly afterwards the woman issued forth.
6. Stop here, or gently pass!
7. He went on therefore at his leisure.
8. He brought it immediately.
9. I was treated well there.
10. Where did you put the axe?
11. Whence do these streams derive their water?
12. How goes the day with us?
13. Henceforth we shall do differently.
14. How inquisitive you are!
15. The weather is somewhat colder.
16. The rock was unpleasantly near.

In addition to the above classes of pure adverbs, we have yet to consider a class of words partly adverbial.

II. CONJUNCTIVE ADVERBS

In each of the following sentences (1) state the relation of the subordinate clause and note the value of the italicized word, (2) analyse the clause and note the value of the italicized word:

1. The apple lies *where* it fell.
2. The concert had begun *when* I arrived.

We notice concerning these italicized words:

1. They are *conjunctions*, since they each relate a subordinate clause to some part—"lies", "had begun"—of another clause.

2. They are *adverbs*, for it may be seen that they modify

the verbs "fell" and "arrived", respectively, in the subordinate clause.

Examine in like manner the uses of the italicized words in the following sentences:

1. The man was absent; *therefore* we went home.
2. The boy seemed honest; *consequently* we trusted him.

Notice also concerning these italicized words:

1. They are *conjunctions*, since they join together independent statements.
2. They are *adverbs*, since they modify the verbs "went" and "trusted", respectively.

In the following sentences point out any words having the value of both a conjunction and an adverb:

1. We passed a garden wherein a fountain was playing.
2. The men followed wherever the child went.
3. He waited for John; hence he was late.

Words such as "where", "therefore", "wherein", etc., when used with the value of both a conjunction and an adverb, are called **conjunctive** adverbs.

NOTE:—Notice that conjunctive adverbs may be classified in the same way as adverbs:

"Where"—place, "when"—time, etc.

EXERCISE 65

Classify the conjunctive adverbs in the following sentences:

1. They cut down the gunners where they stood.
2. He had gone only a short distance when he overtook the man.
3. This looked alluring; so I headed the boat for it.
4. She had known sorrows when life was young.
5. I do not know how we kept afloat.

6. Death, whenever he comes to me, shall come on the wide unbounded sea.
7. We did not know whence the noise came.
8. When I first knew him, he never thought of doing wrong.
9. They had not gone far when they passed by a field where some haymakers were at work.

DEFINITION

A conjunctive adverb is a word having the value of both a conjunction and an adverb.

EXERCISE 66 (REVIEW)

Classify the adjectives and the adverbs in the following exercise:

1. I never was on the dull, tame shore, but I loved the great sea more and more.
2. With a slow and noiseless footstep comes the messenger divine.
3. He stood resting his weight upon his left foot, which was slightly advanced.
4. He lingered on in restless anxiety, picturing a thousand possibilities, until the evening of the next day, when the schoolmaster returned alone and unsuccessful.
5. Again it filled that immense cave with its loud echoes.

CHAPTER XXXV

THE CONJUNCTION

I. CLASSES OF CONJUNCTIONS

As seen in Chapters XXV-VI a conjunction may connect independent statements, and words, phrases, and clauses used with the same grammatical value in the sentence; or

it may relate a subordinate clause to some part of another clause, for example:

- Connecting: He called them *but* they made no reply.
 John *and* James were there.
 Do you live in the country *or* in the city?
 The house where he was born *and* in which
 he died may still be seen.
- Relating: I went *before* he came.
 Men will reap *as* they sow.

1. A conjunction that *connects* independent statements, or words, phrases, and clauses used with the same grammatical value in a sentence, is called a **co-ordinate** conjunction.

2. A conjunction that *relates* a subordinate clause to another part of a complex sentence is called a **subordinate** conjunction.

We have already learned that conjunctions used in pairs to connect co-ordinate parts of a sentence, are called **correlative** conjunctions, for example:

I met *both* Mary *and* Jane.
Neither James *nor* John was there.

NOTE:—We have also learned that certain words are partly conjunctive:

1. Conjunctive Pronouns. (See Chapter XXXII.)

Example: I saw a field *that* was full of cowslips.

2. Conjunctive Adverbs. (See Chapter XXXIV.)

Examples: I will send it *when* he arrives. · Tom shook his head; *so* they only followed.

EXERCISE 67

Classify the conjunctions, and conjunctive words and phrases in the following sentences:

1. He is constantly giving food to men and animals.
2. You received my glove, and my champion must encounter

your lance. 3. I will describe to you as well as I can what passes without. 4. Her eye kindled, although the blood fled from her cheeks. 5. Neither you nor any one can save her. 6. From the speeches of these men who are my warders, I learn that I am a prisoner. 7. He is more dangerous than his father or mother. 8. He was foot-sore as well as hungry. 9. On it hung a bundle of such necessities as he had purchased in town that morning. 10. As soon as I saw the lieutenant I saluted him. 11. I was composed enough to remember that help could not be far away, and that my rescue was a question of but a few minutes.

DEFINITION

A co-ordinate conjunction is one that connects independent sentences, or words, phrases, and clauses used in the same relation in the sentence.

A subordinate conjunction is one that relates a subordinate clause to some part of another clause.

EXERCISE 68 (REVIEW)

A

Classify, as fully as you can, the italicized words in the following exercise:

1. *Everything* about her was neat.
2. Whence comes the rain *which* forms the mountain streams?
3. I have *so much* property there that I could not neglect it.
4. When a wind laden with moisture strikes against a mountain it flows *up* its side.
5. *Who* is this reclining here?
6. Alas, *this* is to me a full sad sight.
7. He *never* thought of doing *anything* cruel or base.
8. *Here* we met another man, very well dressed, who desired to borrow twenty pounds.

B

Point out the infinitives and the participles in the following exercise, giving the value and relation of each:

"I have come to bring you home", said the child, clasping her tiny hands, and bending down to laugh.

Finding that my first seed did not grow, I sought a moister piece of ground to make another trial, and sowed the rest of my seed in February; and this, having the rainy months to water it, yielded a very good crop. But not daring to sow all that I had, I had but a small quantity at last.

Awaking and sitting up in bed to get his thoughts together, Scrooge felt that he was restored to consciousness for the especial purpose of holding a conference with the second messenger despatched to him. But, finding that he turned uncomfortably cold when he began to wonder which of his curtains this new spectre would draw back, he put them aside with his own hands.

C

Analyse, by clauses, the following sentences, and classify the pronouns:

Before I draw nearer to that stone to which you point, answer me one question. Are these the shadows of the things that will be, or are they the shadows of the things that may be? The Ghost pointed downward to the grave by which it stood.

When she saw her formidable rival, she began to think of confessing that she was a woman; but she was relieved from her terror by a stranger that was passing by, who made up to them as if he had long known her.

PART III

INFLECTION

CHAPTER XXXVI

In the following pairs of sentences, compare carefully the uses of the italicized words in each group, noting especially why there is a difference of form in the words:

1. They *sing* very sweetly.
2. The *singer* was well trained.

1. The *book* fell to the floor.
2. The *books* fell to the floor.

In group one, "sing" is a verb, while "singer" is a noun. By the addition of *er* to the verb *sing*, we have in the second sentence a new word, "singer", with quite a different meaning.

In the second group, since both "book" and "books" name the same kind of object, the adding of *s* to *book* does not give us a new word, but merely another form of the same word with a slightly modified use.

Compare in like manner the italicized words in each of the following groups:

1. We admire the *king*.
2. We admire the *kingdom*.

1. *John* came yesterday.
2. *John's* book was lost.

Here also, in the first group, although both words are nouns, the adding of *dom* to *king* in the second sentence gives a new word, naming a different object from that named by the noun "king".

In the second group, on the other hand, we have again merely two forms of the same word, since "John" and "John's" are both used to name the same person.

Examine the italicized words in the following groups, and decide in each case whether the change of form gives a new word or another form of the same word:

1. The *paint* is near the *door*.
2. The *painter* is near the *doors*.

1. The soldiers *stand* near the *count*.
2. The soldiers *stood* near the *countess*.

1. They *live* *honestly*.
2. He *lives* *dishonestly*.

When the form of a word is changed to give a new word with a different meaning, the change is called **derivation**, and the new word is said to be derived from the other, as *kingdom* from *king*; *painter* from *paint*; *countess* from *count*, etc.

When the form of a word is changed to give not a new word, but only another form of the same word with a slightly modified use, this change is called **inflection**, and the word is said to be inflected or changed in form, as *door*, *doors*; *stand*, *stood*; *live*, *lives*; etc.

EXERCISE 69

Point out any inflected words in the following sentences, and give in each case the simple form of the word:

1. The men waited with the oxen.
2. The boy sees the birds.
3. This word is a noun, but these words are verbs.
4. Knights and ladies reined in their horses and watched.
5. There are rivers whose currents carry the record of their muddy progress.

6. Round cakes, piously marked with a cross, piled the tables, on which pastry of various kinds also appeared.

CHAPTER XXXVII

NUMBER IN NOUNS AND PRONOUNS

Compare the forms and meanings of the italicized nouns and pronouns in the following pairs of sentences:

1. The *boy* had a *pen*.
2. The *boys* had *pens*.
1. *This* pleased the *girl*.
2. *These* pleased the *girls*.

In these sentences there are four inflected words, each having two forms. Each of the simple forms "boy", "pen", "This", and "girl" stands for one object; each of the inflected forms "boys", "pens", "These", and "girls" stands for more than one.

Examine each noun and pronoun in the following, and decide whether it denotes one object or more than one:

1. She saw a boy standing by a tree with a raised rifle.
2. Among them were horses no bigger than foxes.
3. He saw the great beasts, heads down and snouts thrust forward, gliding toward the door.

The form of a noun or a pronoun which denotes one object is called the **singular number**, as "She", "boy", "tree", "rifle", etc.

The form of a noun or a pronoun which denotes more than one is called the **plural number**, as "them", "horses", "foxes", "beasts", etc.

The change of form which nouns and pronouns undergo to denote one or more than one, is called **number**.

NOTE 1:—In certain nouns the singular form denotes, not one object, but a collection of objects.

Example: I saw one *flock* on Monday and several *flocks* on Tuesday.

Here the singular form “flock” denotes one collection of objects, and the plural form “flocks” more than one collection of objects.

Such nouns are called **collective** nouns.

NOTE 2:—A few nouns and pronouns do not undergo any change in form to indicate number, as:

1. He caught a *fish*Singular
2. He caught several *fish*Plural
1. I see the man *who* sells coalSingular
2. I see the men *who* sell coalPlural

Here the number of the italicized noun or pronoun must be decided by the meaning of the sentence.

EXERCISE 70

Examine the form of each noun and pronoun in the following sentences, and tell whether it is singular or plural:

1. “Are they really crickets?” said the child.
2. Thou art even as Pharaoh.
3. She saw Tom and Lucy with an empty chair between them.
4. “Give us a song”, the soldiers cried.
5. The elders of the city come to the field to behold the exercises.
6. The brute fell with a howl under the feet of the colt.

DEFINITIONS

1. The singular number is the form of a noun or a pronoun which is used to denote one object.

2. The plural number is the form of a noun or a pronoun which is used to denote more than one.

3. Number is a variation in the form of nouns and pronouns to show whether they denote one or more than one.

THE FORMATION OF PLURALS IN NOUNS

Compare the various ways by which the following plurals are formed from the singular:

1. pen, pens; pencil, pencils; box, boxes.
2. man, men; foot, feet; tooth, teeth.
3. ox, oxen.

We notice that there are three general modes of forming the plurals of nouns:

1. By adding an "s" sound or an "es" sound to the singular.
2. By changing the vowel sound of the singular.
3. By adding "en" to the singular.

NOTE:—Most nouns in English form their plurals by adding an s sound or an es sound to the singular.

PLURALS IN "S" AND "ES"

Note the plural sign in each of the following nouns, and also the final sound of the singular:

miss, misses; brush, brushes; trench, trenches; fox, foxes; prize, prizes; gas, gases.

A noun whose singular ends in an "s" sound forms its plural by adding an "es" sound to the singular.

NOUNS IN "O"

Examine also the following plural formations:

1. banjo, banjos; piano, pianos; dynamo, dynamos; folio, folios.
2. Hero, heroes; potato, potatoes; calico, calicoes.

Most nouns ending in "o" form their plurals by adding "s", but some nouns ending in "o" preceded by a consonant form their plurals by adding "es".

NOUNS ENDING IN "Y"

Examine also the following plurals, noting the final letters of the singular:

lady, ladies; city, cities; boy, boys; valley, valleys.

A noun whose singular ends in "y" preceded by a consonant changes "y" to "i" and adds "es" to form the plural.

A noun whose singular ends in "y" preceded by a vowel simply adds "s" to form the plural.

NOUNS ENDING IN "F" AND "FE"

Compare in like manner the following nouns:

1. thief, thieves; loaf, loaves; life, lives; wife, wives.
2. belief, beliefs; grief, griefs; cliff, cliffs.

Many nouns ending in "f" and "fe" change "f" or "fe" to "v" and add "es", while others simply add "s".

NOTE:—Wharf and staff have both plural forms, for example: staff, regular plural staves, and staffs, bodies of officers, etc.

LETTERS, FIGURES, ETC.

Notice the formation of the plurals in the following:

1. There are two *b's* in rabbit.
2. There are three *5's* in this number.
3. You use too many *so's* and *and's* in your story.

Plurals of letters, figures, and words spoken of as words, are formed by adding an apostrophe and "s" to the singular.

PLURALS BY VOWEL CHANGE

The following nouns in common use still form their plurals by changing the vowel of the singular:

foot, feet; mouse, mice; louse, lice; tooth, teeth; goose, geese; man, men; woman, women.

PLURALS IN "EN"

The following nouns add "en" to form their plurals:
ox, oxen.

brother, brethren (also brothers).

child, children ("en" is added to the old plural, childer").

cow, cows or kine ("ne" is a modification of "en").

EXERCISE 71

Compose sentences using the following words in the plural:

and	half	mouse	solo
calf	hero	roof	turkey
dish	lasso	sheaf	woman

PLURALS OF COMPOUNDS

Notice the plural forms of the following compound nouns:

1. hanger-on, hangers-on; father-in-law, fathers-in-law; ox-cart, ox-carts.

2. spoonful, spoonfuls; forget-me-not, forget-me-nots.

Compounds usually pluralize the more important word, as in examples in 1 above; but if the compound is regarded as a whole, the last word is pluralized, as in examples in 2.

NOTE:—A few compounds pluralize both parts, as:

woman-servant, women-servants.

man-servant, men-servants.

lord-justice, lords-justices.

TWO PLURALS WITH DIFFERENT MEANINGS

Some nouns have two plural forms with different meanings, for example:

brother, brothers (by birth), brethren (of the same society); die, dies (for stamping); dice (for playing); penny, pennies (coins); pence (a sum of money).

FOREIGN PLURALS

Some nouns of foreign origin retain their foreign forms in the plural, for example:

bandit, banditti
basis, bases
beau, beaux
cherub, cherubim
genus, genera
phenomenon, phenomena

NOTE:—Many of these foreign words also form a plural according to the modern mode, for example: bandit, bandits; cherub, cherubs.

As has been already noted, certain nouns have only a singular form which may be used with either a singular or a plural meaning, for example:

Have you one *sheep* or two *sheep*?
Did he shoot one *deer* or two *deer*?

Non-fluctua

EXERCISE 72

Give where possible the other number form or forms of the following nouns, explaining in each case the mode of forming the plural:

beef, bellows, cliff, fly, key, teeth, shelf, if, cupful, runaway, 3, trout, suds, dies, memoranda, W, eaves.

Give two plural forms of each of the following:

brother, die, penny, cherub, index, staff.

Give the singular form of each of the following:

bases, data, genii, memoranda, those, beaux, dice, so's,
radii, we.

For additional number forms see Appendix.

CHAPTER XXXVIII

CASE IN NOUNS AND PRONOUNS

Compare carefully the relations of the italicized words in each of the following sentences:

1. We suspected the boy; for *he* had *his* gun when we saw *him*.
2. *Thy* people praise *thee*, O God; for *thou* judgest righteously.
3. Here is a man *who* is kind to every one, *whose* conduct is honourable, and *whom* everybody loves.

Notice that the three italicized words in each sentence are three forms of the same word, since they each denote or mean the same person: "he", "his", "him", denote "boy", etc.

Notice also that each of the three forms is used in a different relation in the sentence, thus: "he" is used as subject, "his" as possessive, and "him" as object, etc.

Notice further that each form can be used in only one of these relations; "he" can be used only as a subject, not as a possessive or as an object, etc.

These pronouns change their forms, therefore, in order to show their **relation** to other words in the sentence.

Examine also the forms and relations of the italicized noun in the following sentence:

When a *boy* does wrong, people blame the *boy* and also the *boy's* parents.

Notice in the noun, that the simple form "boy" is used in both the subjective and the objective relation, but that the inflected form "boy's" must be used when the noun is in the possessive relation.

NOTE:—Some pronouns, also, use only two forms for the three relations.

Example: *She* closed *her* book when the teacher saw *her*.

Give the relations of the italicized nouns and pronouns in the following sentences, and note the changes in form:

1. *They* entered *their* house just after the *boy* met *them*.
2. *I* dropped *my* books when the *boy's* dog chased *me*.
3. Did she see *John* or *John's* brother?
4. *You* must learn what *your* master tells *you*.

The form of a noun or a pronoun that is used in the subjective relation is called its subjective or **nominative** case, as: "They", "boy", "I", "she", etc.

The form of a noun or a pronoun that is used in the possessive relation is called the **possessive** case, as: "their", "my", "boy's", "John's", etc.

The form of a noun or a pronoun that is used in the objective relation is called the **objective** case, as: "them", "me", "her", "thee", etc.

The variation in nouns and pronouns to indicate their relations to other words is called **case**. But the term case is also applied to nouns and pronouns where there is no change of form to indicate relations, as with "house", "John", "you".

NOTE 1:—The objective case is also used after prepositions, as, for example:

We went to *him*.

The man came with *me*.

The man passed through the *house*.

NOTE 2:—The possessive forms of the pronoun, on account of certain peculiarities in their origin, are usually classed as **pronominal adjectives**. (See Chapter XXXII.)

EXERCISE 73

A

Give the case of each noun and pronoun in the following:

1. I met the crew of a ship. 2. The merchants who landed with me broke the egg. 3. Miller took the rope in his hand. 4. Cast thy eyes eastward, and tell me what thou seest. 5. I observed some with scimitars in their hands. 6. I will not spare you if you drive me on. 7. The baron had a trick of breaking the chess-board on his opponent's head.

B

Give the number and the case of each noun and pronoun in the following:

1. As they listened they forgot friends and home and children. 2. There was ample room for us, as we had lowered the mast. 3. The musician paused and I threw open the shutters. 4. Do you know the man who passed us? 5. The hams that had been salted were washed off and hung in the smoke-house. 6. Their course lay between the two lines of the squaws. 7. The report sent the boy's heart into his mouth again. 8. The beacon blazed upon the roof of Duncan's lofty hall. 9. The miller's little boys and girls are glad to see the snow.

DEFINITIONS

1. The **nominative case** is the form of a noun or a pronoun used in the subjective relation.

2. The **possessive case** is the form of a noun or a pronoun used in the possessive relation.

3. The objective case is the form of a noun or a pronoun used in the objective relation.

NOTE:—A noun or a pronoun, when used as a subjective completion, is put in the nominative form agreeing in case with the subject. Such a noun or a pronoun may be called a **predicate nominative**, as:

This is *she*.
He is a *sailor*.

EXERCISE 74

Point out the predicate nominatives in the following:

1. This is he of whom I spoke.
2. Is that the little gentleman from Quebec?
3. He was a twinkling-eyed man.
4. I pulled myself right up.
5. It was the cry of a hound to the west of her.
6. The two boys were playmates.
7. Who is he that cometh like an honour'd guest?

Mighty Seaman, this is he
Was great by land as thou by sea.
This is he
Worthy to be laid by thee;
For this is England's greatest son.

CHAPTER XXXIX

NUMBER AND CASE

DECLENSION

In the two previous Chapters, we have discussed certain changes in the forms of nouns and pronouns which denote a difference in number, and others which denote a difference in case.

Compare now the forms of the italicized pronoun in the following, and notice the number and the case of each:

I saw the *boy*; *he* took *his* book with *him*.

I saw the *boys*; *they* took *their* books with *them*.

We notice from these examples that each form of this pronoun denotes both a certain number and a certain case. The form "he", for instance, is both singular number and nominative case; the form "them" is both plural number and objective case.

This pronoun, therefore, has six forms to denote number and case, as follows:

	Nominative	Possessive	Objective
<i>Singular:</i>	he	his	him
<i>Plural:</i>	they	their	them

Compare also the forms, and notice the number and the case of each form of the italicized noun in the following:

1. The *boy's* father called the *boy*; therefore the *boy* came.
2. The *boys'* fathers called the *boys*; therefore the *boys* came.

From these examples we learn that a noun also has the different numbers and cases, although only four different forms are used.

When we give the forms of a noun or a pronoun for number and for case, we are said to decline the noun or the pronoun, or to give its **declension**.

DECLENSION OF THE PRONOUN "HE"

	<i>Singular</i>	<i>Plural</i>
Nominative:	he	they
Possessive:	his	their
Objective:	him	them

DECLENSION OF THE NOUN "BOY"

	<i>Singular</i>	<i>Plural</i>
Nominative:	boy	boys
Possessive:	boy's	boys'
Objective:	boy	boys

Examine also the forms of the personal pronouns in the following sentences:

First Person:

I have my book with me.

We have our books with us.

Second Person:

O king! thou seest how thy subjects love thee.

O kings! you see how your subjects love you.

The personal pronouns are declined as follows:

	FIRST PERSON		SECOND PERSON	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Nom.:	I	we	you (thou)	you
Poss.:	my	our	your (thy)	your
Obj.:	me	us	you (thee)	you

EXERCISE 75

Write out the declension of the following:

brother	girl	she
cow	lion	it

DEFINITION

Declension is the inflection that nouns and pronouns undergo to denote differences in number and case.

PARSING OF NOUNS AND PRONOUNS

When we fully describe the kind, form, and relation of a word, as it is used in a sentence, we are said to *parse* the word.

In parsing a noun or a pronoun the following information is to be given:

1. The kind or class
 - (a) According to meaning
 - (b) According to gender (if the word distinguishes gender) ✓
2. Inflections
 - (a) Number
 - (b) Case
3. Syntax or relation in the sentence

MODEL

He visited John yesterday.

He—pronoun, demonstrative of the third person, masculine, singular number, nominative case, subject of the verb “visited”.

John—noun, proper, masculine, singular number, objective case, object of the verb “visited”.

EXERCISE 76

Parse the nouns and the pronouns in the following:

1. I saluted him, and said: “I surrender my arms to you”.
2. The gentle youths welcomed the princess to their palace.
3. I know the substance of their bodies.
4. We saw somebody in the garden.
5. He tried the point, broke the weapon, and demanded his quiver.

FORMATION OF THE POSSESSIVE IN NOUNS

Examine the following possessives, noting their formation:

POSSESSIVE SINGULAR

1. A boy's hat is near the lady's coat.
2. Charles's wheel hurt James's foot.
3. By Ganges' banks is heard the tiger's roar.

Singular nouns form their possessive case by adding an apostrophe and "s", excepting in words of more than one syllable ending in an "s" sound, which usually add the apostrophe only.

POSSESSIVE PLURALS

1. These boys' books are on the girls' desks.
2. The men's dogs broke the children's toys.

Plural nouns ending in "s" form their possessive case by adding the apostrophe only.

Plural nouns not ending in "s" form their possessive case by adding the apostrophe and the "s".

POSSESSIVE FORMS OF THE PRONOUN

Compare the forms of the italicized possessives in the following groups of sentences:

1. He has *my* book.
2. He has *mine*.

1. She took *your* pen.
2. She took *yours*.

Notice that certain pronouns have two possessive forms, the second being used when no noun follows.

The following possessives have the two forms:

my, mine	our, ours
thy, thine	your, yours
her, hers	their, theirs

EXERCISE 77

A

In the following examples, name and account for the forms of the nouns in the possessive:

1. Then Moses' countenance changed.
2. They returned to the women's apartments.
3. The cry shook the settler's soul.
4. The Queen's health was drunk at the officers' banquet.
5. Brave warriors contended for the love of kings' daughters.
6. He hoped to secure the prince's estate.
7. The earl attended his old master's steps from the beginning of his daughters' ill usage.

B

Give the singular and the plural possessive forms of the following nouns, and use them in sentences:

Thieves, ladies, mice, pony, goddess.

C

Write out the full declension of the following nouns:

Fox, oxen, princess, enemy, lioness, horses, and hero.

D

Fill the blanks in the following sentences with proper forms of the pronoun—I, thou, he, she, or it:

1. John brought — book but he did not see —.
2. Mary and — saw — sister.
3. Both — and — were late.
4. — bought — for —.
5. She must take — work with —.
6. When — calls, give — the money.

7. — knew that — friends would not leave —.
8. — was ten o'clock when — left —.
9. Whenever — mother is out — aunt keeps —.
10. — would go for — if — asked —.
11. — pen is better than —.

CHAPTER XL

TENSE IN THE VERB

*Compare the verb forms in the following pairs of sentences, noting especially the **time** of the action:*

1. I *see* the old man now.
2. I *saw* the old man yesterday.
1. We *live* in that house.
2. We *lived* in that house.

Notice concerning these forms:

1. The two forms in each group are forms of the same word, having only a change in use.

2. The first form in each group, "see" and "live", represents the action as going on in present time—I see the man now (not yesterday).

3. The second form in each group, "saw" and "lived", represents the action as having taken place in past time—I saw the man yesterday (not now).

Examine each verb form in the following, and state whether it denotes present time or past time:

1. I know the little boy.
2. The man came and told us.
3. We have the book which you gave him.
4. The children want their dinner.

The form of a verb which is used to denote *present time*, such as "know", "have", or "want" above, is called the present tense form or the **present tense** of the verb.

The form of a verb which is used to denote *past time*, such as “came”, “told”, or “gave” above, is called the past tense form or the **past tense** of the verb.

Notice also the time indicated by the various verb forms in the following:

1. I *see* the man now.
2. I *saw* the man yesterday.
3. I *shall see* the men to-morrow, but he *will see* them next week.

The verb has single word forms, “see” and “saw”, to indicate present and past time respectively, but a phrase (shall see or will see) to denote future time.

As such a phrase also indicates time, it may be considered as another form of the verb; and since it is used to indicate future time, may be described as the future tense form or **future tense** of the verb. Thus a verb is said to have three tense forms, as follows:

Present tensesee
Past tensesaw
Future tenseshall or will see

This change in the form of a verb to denote difference in time is called **tense**.

Future tense form
EXERCISE 78

A

Name the tense form of each verb in the following sentences:

1. He chose smooth stones.
2. David said to Saul, thy servant will fight with the Philistine.

3. Am I a dog, that thou comest to me with staves?
4. "We shall have some fun now!" thought the boys.
5. "Tell us a story", said the child.
6. You know what silk is worth.
7. She then assembled her troops, and spoke to them encouraging words.
8. "You are a miserable coward!" cried she. "Go out of this place".
9. This will show you that they know what you did.
10. Whereas I was blind, now I see.

B

In the following exercise, change the present tenses to the past, and the past tenses to the future:

1. The boiling goes on slowly.
2. These four dwelt in one house.
3. This ship comes from no friendly land.
4. They look like cannon balls.
5. I made them go in, and then I shut the gate.
6. I placed my two brothers on two of the posts while I took another.
7. He slowly seeks his castle halls.
8. She caused the gate to be opened, and went down to the river.

DEFINITIONS

1. The present tense is the form of the verb that is used to indicate present time.
2. The past tense is the form of the verb that is used to indicate past time.
3. The future tense is the form of the verb that is used to indicate future time.
4. Tense is a change in form which the verb undergoes to indicate the time of the action or the state asserted by the verb.

CHAPTER XLI

PERSON IN VERBS

Examine carefully the form and the relation of the verb in each of the following sentences:

1. I, the king, now *rule* in peace.
2. Thou, the king, now *rulest* in peace.
3. He, the king, now *rules* in peace.

In these sentences we find three different forms of the verb “rule” used in making the same assertion. ?

Notice further concerning these forms:

1. The simple form “rule” is used when its subject represents the person speaking, or the *first person*.
2. The form “rulest” is used when its subject represents the person spoken to, or the *second person*.
3. The form “rules” is used when its subject represents the person spoken about, or the *third person*.

In these sentences, therefore, the form of the verb depends upon the person of the subject.

State the person of each subject in each of the following sentences, and compare the forms of the verb:

1. I *know* what thou *knowest*.
2. Thou *hast* money but he *has* friends.
3. She *believes* the boy, but I *believe* the girl.

A verb form such as “know” and “believe”, when used with a subject of the first person, is called the **first person** form of the verb.

A verb form such as “knowest” and “hast”, because used with a subject of the second person, is called the

second person form of the verb. Such forms as “knowest” and “hast” are seldom used in ordinary speech; like their subject “thou” they are employed almost entirely in poetry and in the solemn language of prayer.

A verb form such as “has” and “believes”, because used with a subject of the third person, is called the **third person** form of the verb.

This variation in the form of the verb is called **person**, and since the verb is always of the same person as the subject, a verb is said to agree with its subject in person.

NOTE:—The verb in the past tense undergoes no change for person, except in the solemn style with “thou”, etc., for example:

1. He *came* early, but I *came* late.
2. We *waited* one hour, you *waited* two hours, but they *waited* three hours.
3. Here am I, for thou *calledst* me.

EXERCISE 79

Give the person of each verb in the following:

1. I see what thou seest, but he sees it not.
2. If you wish to know where he is, I will tell you.
3. I work in the morning, but he works in the afternoon.
4. He does what you do.
5. “I will play to her”, he said.
6. Thou shalt be punished, but he shall be forgiven.
7. Off he flies, and we sing as he goes.

RULE

A verb is said to agree with its subject in person.

CHAPTER XLII

NUMBER IN VERBS

Examine carefully the forms and the relations of the verbs in the following pairs of sentences:

1. The man *sees* us now.
2. The men *see* us now.

1. I *was* ready.
2. We *were* ready.

1. She *has* the book.
2. They *have* the book.

In each pair of sentences we find two different forms of the same verb used to make the assertion.

Notice further concerning the two forms:

1. The first form “sees”, “was”, or “has” is used when its subject “man”, “I”, or “She” is of the singular number.

2. The second form “see”, “were”, or “have” is used when its subject “men”, “We”, or “They” is of the plural number.

In these sentences, therefore, the form of the verb depends upon the number of its subject, that is, depends upon whether the subject is singular or plural.

State the number of each subject found in the following sentences, and note the form of the verb in each case:

1. This boy has a pen, but the other boys have pencils.
2. One man does the planning, other men do the work.
3. She moves rapidly, but they move slowly.

A verb form such as “has”, “does”, and “moves”, because used with a singular subject, is called the singular form or **singular number** of the verb.

A verb form such as “have”, “do”, and “move”, because used with a plural subject, is called the plural form or **plural number** of the verb.

This variation in the form of the verb is called **number**; and, because the verb in such cases as these is always of the

same number as the subject, it is said to agree with its subject in number.

NOTE:—In many cases the verb does not change its form to show difference in number, for example:

1. The boy *came* early, but the girls *came* late.
2. He *had* a pen, but they *had* pencils.

In such cases the number of the verb must be decided from the number of its subject.

EXERCISE 80

Give the number of each verb in the following examples:

1. Providence helps only those who help themselves.
2. He gave a yell, and the boys ran.
3. We are in time, I am glad to say.
4. A child often acts as his parents act.
5. The teacher was in time, but the pupils were late.
6. Tears rolled down his cheeks as he thought of his father.
7. There lay the acorns on the floor.

RULE

A verb is said to agree with its subject in number.

CHAPTER XLIII

PERSON AND NUMBER—*continued*

In our last two Chapters we discussed certain changes of form in verbs as denoting a difference in person, and others as denoting a difference in number.

Compare now the person and the number of the verb forms in the following:

1. We *know* the rules.
2. He *knows* the rules.

Notice that the addition of “s” serves to indicate both the person and the number of the verb, making it agree with the subject “He”, which is both third person and singular number.

Compare also the following:

1. We *know* the commandments.
2. Thou *knowest* the commandments.

Here, also, by the addition of “est” to the verb, we obtain another form of the verb, “knowest”, which serves to indicate both person and number, this form being used only with a subject that is in the second person and the singular number.

In each of the following sentences, notice carefully the tense and the form of the verb, and the person and the number of the subject with which it agrees:

1. I see a beautiful valley.
2. Thou seest all things, Lord.
3. He sees the way to do it.
4. We see a dark cloud yonder.
5. You see the airship, boys.
6. They see the boat coming.

From these sentences we learn that the present tense has the following persons and numbers—first, second, and third persons singular; and first, second, and third persons plural. Notice, however, that only two of these—the second singular and the third singular—have special forms.

When we give the various persons and numbers of any verb in the present tense, as above, we are said to be giving its **inflection** for person and number in that tense, as follows:

PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First person</i>	I see	we see
<i>Second person</i>	you see (thou seest)	you see
<i>Third person</i>	he sees	they see

The plural form *you* is generally used in place of the singular form *thou*, which is confined mainly to poetry and the solemn style.

EXERCISE 81

Write out as above the present tense of the verbs "give", "love", and "wait".

Notice also the tense, the person, and the number of each verb form in the following sentences:

I saw the game yesterday.
 Thou, O King, sawest a great image.
 He saw the game yesterday.
 We saw the game yesterday.
 You saw the game yesterday.
 They saw the game yesterday.

In these forms, which are all of the past tense, we find only one person and number—the second person singular, denoted by a special verb form, "sawest"—the other persons and numbers not being marked by any special form. The various persons and numbers of a verb in the past tense are, therefore, as follows:

PAST TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I saw	we saw
<i>Second</i>	you saw (thou sawest)	you saw
<i>Third</i>	he saw	they saw

EXERCISE 82

Write out fully the past tense of the verbs "give", "love", and "do".

Notice also the tense, the person, and the number of each verb phrase in the following sentences:

I shall see them to-morrow.
 Thou wilt see them to-morrow.
 He will see them to-morrow.
 We shall see them to-morrow.
 You will see them to-morrow.
 They will see them to-morrow.

In these phrases, which denote future time, notice that "shall" is used with the verb "see" in the first person singular and plural, and "will" in the other persons singular and plural. Notice further that only one of these, the second singular, is marked by an inflected form, "wilt", and that this form is now used only in the solemn style.

The various persons and numbers of a verb in the future tense are, therefore, as follows:

FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I shall see	we shall see
<i>Second</i>	you will see (thou wilt see)	you will see
<i>Third</i>	he will see	they will see

EXERCISE 83

A

Write out fully the future tense of the verbs "go", "send", and "make".

B

Give the tense, the person, and the number of each verb in the following sentences:

1. They never doubted that it was all true. 2. "There we are again", said Uncle. 3. We have faith that our work will stand. 4. I feel certain, boys, that you will agree to this. 5. The children who live in this house will play with us. 6. The king thought to himself: "No one will take his place". 7. He left early this morning. 8. They wondered at the goodness of God, who made the lovely world. 9. They cried: "In Heaven we all shall meet".

In the earlier portion of the present Chapter, we learned that only two persons in the present tense—the second and third singular, and one person in the past tense—the second singular, are distinguished by special forms.

Examine, however, the forms of the present and the past of the verb "be" in the following sentences:

I *am* ready to go.
"Thou *art* no good knight", said he.
He *is* somewhat better to-day.
We *are* later than usual.
You *are* right in that.
They *are* anxious about you.

I *was* very sorry to hear it.
Thou *wast* the greater fool for that.
He *was* near us at the time.
We *were* not slow to accept.
You *were* a long time about it.
They *were* servants of the Duke.

Notice concerning these forms:

1. Each tense has a special form, "are", "were", to indicate the three persons in the plural.

2. The present tense has three different words, "am", "art", "is", to distinguish the three persons in the singular.

The inflection of these tenses is, therefore, as follows:

PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I am	we are
<i>Second</i>	you are (thou art)	you are
<i>Third</i>	he is	they are

PAST TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I was	we were
<i>Second</i>	you were (thou wast)	you were
<i>Third</i>	he was	they were

The future tense of this verb, however, is regular.

FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I shall be	we shall be
<i>Second</i>	you will be (thou wilt be)	you will be
<i>Third</i>	he will be	they will be

Examine also the forms of the italicized verbs in the following sentences:

1. This boy *loves* play, but *hates* work.
2. He who *loveth* instruction *loveth* knowledge, but he that *hateth* reproof is brutish.

Notice that the third singular of the present tense frequently ends in "th" in poetry and in the solemn style.

Examine the reference of the pronoun in each of the following sentences:

- Boys, you are late.
 John, you are late.
 Mary, you were on time.

The pronoun *you* may be used to refer to either one person or more than one. It takes, however, in all cases a plural verb form—"are", "were".

EXERCISE 84

Insert the proper form, "am", "art", "is", or "are", in each blank in the following exercise:

1. The carriage — ready and I — waiting.
2. To whom — you talking now?
3. I know the men who — at the gate.
4. The groves — filled with birds.
5. Lord, thou — our refuge.
6. You — very late, James.
7. Some of the children — very noisy.
8. The boy who — near you may go.
9. I, who — his friend, know better.
10. I — certain that he and his brother — there.
11. Here — two of them.

CHAPTER XLIV

PECULIAR CONSTRUCTIONS

AGREEMENT WITH SUBJECT

In Chapter XLIII we learned that a verb is said to agree in person and number with its subject. Some special applications of this rule will now be considered.

AGREEMENT WITH SIMPLE SUBJECT

Examine the agreement of the verb with the subject in the following sentences:

The news is false.

Mathematics is a difficult study.

A thousand years is as one day.

Three fifths of this is bad.

Gulliver's Travels is an interesting book.

A subject, plural in form, but having a singular meaning, may take a singular verb.

Examine also the verb and the subject in the following sentences:

The army is on the march.

The crowd was greatly excited.

The flock is flying high.

The dozen were bad.

The jury were unanimous as to his guilt.

A collective noun, when the collection of objects is thought of as a whole, takes a singular verb. On the other hand, when the separate individuals composing the group are thought of, the verb is plural.

AGREEMENT WITH COMPOUND SUBJECT

Examine the agreement in the following sentences:

He and I are going.

James and John are both late.

This boy and his sister were present.

When a compound subject contains singular members joined by *and*, it takes a plural verb.

Notice, however, the following sentences:

John or his brother is in the wrong.

Neither Mary nor her sister is ready to go.

Each boy and girl is to be given a prize.

Every man and woman was in fear.

When the singular members of a compound subject are taken separately, being connected by *or* or *nor*, or preceded by a distributive word such as *each* or *every*, the compound subject takes a singular verb.

If in such cases the parts differ in person and number, the verb agrees with the nearer subject, for example:

He or his brothers were at fault.

Examine also the following sentences:

The secretary and treasurer has made his report.

Bread and water is prison fare.

The horse and carriage is at the door.

Why is dust and ashes proud?

When a compound subject represents a single idea it takes a singular verb.

Note also the following sentences:

The boy and not his sister was to blame.

The man as well as his friends is in favour of it.

If one subject is more emphatic, the verb will agree with the emphatic subject.

AGREEMENT IN PERSON

Examine the person of the following verbs:

Either my brother or I am to go.

Neither you nor he has a chance.

When two or more subjects differing in person are joined by "or" or "nor", the verb agrees in person with the nearest. Such sentences, however, are often written as separate clauses, as:

Either my brother is to go, or I am.

EXERCISE 85

Fill in the blanks with the proper forms of the verb "be":

1. Truth and honesty — sure to win the day.
2. That great warrior and statesman — banished.
3. Neither the teacher nor the pupils — present.

4. Molasses — very sweet.
5. Neither of the boys — in the yard.
6. The jury — discharged by the judge.
7. The hunter with his dogs — at the door.
8. His knowledge of Latin and Greek — great.
9. The jury — considering what their verdict shall be.
10. Bread and butter — better than nothing.
11. Five miles — a long walk.
12. Your thanks — not appreciated.
13. Mary but not her brothers — invited.
14. Two thirds of that invading army — crushed to death.

CHAPTER XLV

USES OF TENSES

The ordinary uses of the tenses have already been shown in Chapter XL.

Compare the uses of the following present forms:

1. I *go* there to-morrow.
2. Our friends *come* next week.
3. As the Russians *come* within six hundred yards, down *goes* the line of steel.
4. Edward *returns* to England and *marches* against Wallace.

From these examples we learn that the present tense may also be used:

1. To express a future event that is near at hand.
2. To express a past action vividly. This latter use is known as the **historic present**.

SEQUENCE OF TENSES

Compare carefully the tense forms in the following groups of sentences:

I know... 1. what you have there.

2. what you will have there.

I knew... 1. what you had there.

2. what you would have there.

Notice that if we change the verb in the principal clause from the present to the past tense, we must also change the verb in the subordinate clause to the past tense.

This is called the **sequence of tenses**.

Note, however, the following exceptions:

I taught them that the earth is round.

I showed them that honesty is the best policy.

Here the subordinate clause states a general truth.

Notice that the infinitive expresses time relative to that of the main verb, for example:

I *am* ready *to go* at once.

I *shall* be ready *to go* there to-morrow.

NOTE:—We must say, therefore, I *am* (not I *shall be*) glad to accept your kind invitation for next Thursday.

CHAPTER XLVI

MOOD IN VERBS

In each of the following groups of sentences, compare the two forms of the italicized verb, and note the manner in which the speaker regards the assertion made by the verb:

1. This boy *saves* his money.

2. God *save* the king.

1. O Lord, thou *doest* wondrous things.

2. Take care lest thou *do* wrong.

1. He *goes* there, so let him take it.
2. If he *go* there let him take it.

1. The Lord *is* with His people.
2. The Lord *be* with you.

We notice concerning these sentences:

1. In each of the first sentences the speaker presents the assertion as representing an actual fact.

2. In each of the second sentences the speaker presents the assertion not as representing an actual fact, but as representing something merely thought of—as a doubtful, wished for, or supposed case, etc.

Examine the forms of the italicized verbs in the following sentences, and state in each case whether the assertion is a statement of what the speaker treats as fact, or a statement of what the speaker treats as something merely thought of:

1. She *was* here.
2. It *were* possible if she *were* here.

1. He *sees* you.
2. Hide lest he *see* you.

1. I cannot fall, for He *guides* me.
2. I cannot fall, provided He *guide* me.

When the form of the verb indicates that the assertion is a statement of what the speaker treats as fact, as “She *was* here”, “He *sees* you”, “He *guides* me”, etc., the verb is said to be in the **indicative mood**.

When the form of the verb indicates that the assertion is a statement of what the speaker treats as something merely thought of, as “If it *were* possible”, “lest he *see* you”, “provided He *guide* me”, etc., the verb is said to be in the **subjunctive mood**.

In each of the following groups compare also the italicized verb forms:

1. Thou *sendest* forth thy spirit.

2. *Send* forth thy spirit.

1. Thou *renewest* the earth.

2. *Renew* thou the earth.

1. Thou *standest* on holy ground.

2. *Stand* thou without.

Here, also, in the first sentence of each group the speaker presents the action or the state expressed by the verb as representing an actual fact; but in the second sentence he gives expression to a command or an entreaty.

When the form of the verb indicates that the speaker gives expression to a command or an entreaty, for example: "*Send* forth thy spirit", "*Renew* thou the earth", etc., the verb is said to be in the **imperative mood**.

This variation in verbs to show the mode or manner in which the speaker presents the action or the state expressed by the verb is called **mood**.

EXERCISE 86

Give the mood of each verb in the following sentences:

1. The boy ate the apple. 2. Who broke the desk? 3. You will see them to-morrow. 4. Love your enemies. 5. Long live the king. 6. Watch him lest he cheat you. 7. He turned the saddle off, and I was up in a moment. 8. If thy right eye offend thee, pluck it out. 9. He goes on Sunday to the church, and sits among his boys. 10. Heaven protect them. 11. Govern well thy appetite lest sin surprise thee.

DEFINITIONS

1. The **indicative mood** is the form of a verb which indicates that the assertion is a statement of what the speaker treats as fact.

2. The subjunctive mood is the form of a verb which indicates that the assertion is a statement of what the speaker treats as something merely thought of.

3. The imperative mood is the form of a verb which is used when the speaker expresses a command or an entreaty.

4. Mood is a variation in verbs to show the mode or manner in which the speaker presents the action or the state expressed by the verb.

indicō - subjungo - impero
CHAPTER XLVII

TENSES OF THE SUBJUNCTIVE AND THE IMPERATIVE

An examination of the examples used in Chapter XLIII, when treating the inflections for person and number in the various tenses, will show that the verb forms are all in the indicative mood, for example:

I see a beautiful valley.

Thou seest all things, Lord.

He sees the way to do it, etc.

The inflections as given in Chapter XLIII, therefore, belong to the indicative mood.

Examine now the mood, the tense, and the form of the italicized verb in its various persons and numbers:

Take heed	{	lest I <i>see</i> too much.
		lest thou <i>see</i> too much.
		lest he <i>see</i> too much.
		lest we <i>see</i> too much.
		lest you <i>see</i> too much.
	{	lest they <i>see</i> too much.

From these examples we discover that the present subjunctive has but one verb form for all persons and numbers.

Notice also the forms in the past subjunctive of "*see*" :

John was anxious	{	lest I <i>saw</i> too much.
		lest thou <i>saw</i> too much.
		lest he <i>saw</i> too much.
		lest we <i>saw</i> too much.
		lest you <i>saw</i> too much.
		lest they <i>saw</i> too much.

The person and the number forms in the present and the past subjunctives are, therefore, as follows :

PRESENT SUBJUNCTIVE

	<i>Singular</i>	<i>Plural</i>
<i>First</i> (If, lest, etc.)	I see	we see
<i>Second</i> "	you see (thou see)	you see
<i>Third</i> "	he see	they see

PAST SUBJUNCTIVE

	<i>Singular</i>	<i>Plural</i>
<i>First</i> (If, lest, etc.)	I saw	we saw
<i>Second</i> "	you saw (thou saw)	you saw
<i>Third</i> "	he saw	they saw

NOTE:—The subjunctive mood has no future tense.

Examine the mood, the tense, the person, and the number of the italicized verb in the following sentences :

See thou to that at once, Sir.

You *see* him at once, boys.

Notice that commands are given only to the person or the persons addressed, and in present time. Thus the imperative mood uses only the second singular and the second plural of the present tense, both being the simple form of the verb, as follows :

PRESENT IMPERATIVE

	<i>Singular</i>	<i>Plural</i>
<i>Second person</i>	you see (see thou)	you see (see ye)

The complete inflection of the verb "see" for mood, tense, person, and number is therefore, as follows:

INDICATIVE MOOD

PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I see	we see
<i>Second</i>	you see (thou seest)	you see
<i>Third</i>	he sees	they see

PAST TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I saw	we saw
<i>Second</i>	you saw (thou sawest)	you saw
<i>Third</i>	he saw	they saw

FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I shall see	we shall see
<i>Second</i>	you will see (thou wilt see)	you will see
<i>Third</i>	he will see	they will see

SUBJUNCTIVE MOOD

PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	(If, lest, etc.) I see	we see
<i>Second</i>	" you see (thou see)	you see
<i>Third</i>	" he see	they see

PAST TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	(If, lest, etc.) I saw	we saw
<i>Second</i>	“ you saw (thou saw)	you saw
<i>Third</i>	“ he saw	they saw

IMPERATIVE MOOD

PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>Second</i>	see (you or thou)	see (ye or you)

When we give in full, as above, all the forms of the verb which indicate mood, tense, person, and number, we are said to conjugate the verb, or to give its **conjugation**.

EXERCISE 87

Write out in full the conjugation of the verbs “give”, “wait”, “go”, and “have”.

CHAPTER XLVIII

CLASSES OF VERBS ACCORDING TO CONJUGATION

Compare the ways in which the following verbs are inflected to denote past time:

- Give—The men *gave* the money.
- Wait—The men *waited* for us.
- Sing—She *sang* to us.
- Burn—The fire *burnt* fiercely.

Verbs, such as “give” and “sing”, which form their past tense by changing the vowel of the simple word or present stem, are called verbs of the **old conjugation** or of the old mode of inflection.

Verbs such as "wait" or "burn", which form their past tense by adding to the stem *ed*, *d*, or *t*, are called verbs of the **new conjugation** or of the new mode of inflection.

EXERCISE 88

Give the past tense of the following verbs, and classify them according to their conjugation:

Advance, burn, come, creep, cry, drink, fall, fish, hear, listen, ring, reply, save, stop.

Compare also the formation of the perfect participles in the following sentences, noting to which conjugation each verb belongs:

1. The leaves *fallen* from the trees covered the ground.
2. The vegetables *grown* there are very fine.
3. The horses *raised* in that country are rather small.
4. The snow *drifted* in heaps blocked our path.
5. The things *burnt* in the fire belonged to our brother.

The verbs "fall" and "grow", which belong to the old conjugation, form the perfect participle by the addition of *en* and *n*, respectively.

The verbs "raise", "drift", and "burn", which belong to the new conjugation, form the perfect participle like the past tense, by the addition of *d*, *ed*, and *t*.

A verb of the old conjugation is, therefore, one that forms its past tense by vowel change and its perfect participle by the addition of *en* or *n*.

A verb of the new conjugation is one that forms both its past tense and perfect participle by the addition of *ed*, *d*, or *t*.

Some verbs of the old conjugation, however, do not add *en* to form their perfect participle.

pick - picked - picked
move - moved - moved
sweep - swept - swept

Examples:

Strike—The boy *struck* by the ball was hurt.

Sting—The child *stung* by the bee cried out.

Many verbs also of the new conjugation ending in *d* or *t* do not add *d* or *t* to form the past tense and the perfect participle.

Example:

My shoes *hurt* me to-day.

Yours *hurt* you yesterday.

The boy *hurt* in the game is better.

When we give in order the stem, the past tense, and the perfect participle of a verb, we are said to be giving its **principal parts**, for example:

STEM	PAST TENSE	PERFECT PARTICIPLE
give	gave	given
sing	sang	sung
wait	waited	waited
burn	burnt (or burned)	burnt (or burned)

NOTE:—The principal parts of the more important irregular verbs are given in the Appendix.

EXERCISE 89

Write out the principal parts of the following verbs:

Allow, break, bury, choose, fall, freeze, hang, hear, keep, love, receive, see, spoil, take, throw.

CHAPTER XLIX

CONJUGATION OF THE VERB "BE"

It has been shown in Chapter XLVII that the subjunctive mood has no special forms for person and number,

but uses the simple forms of the present and the past, "see", "saw", etc., for all persons and numbers.

Notice, however, the forms of the verb "be" which are used below in the various persons and numbers of the present subjunctive:

If I *be* ill-tempered, forgive me.
If thou *be* the Christ, tell us plainly.
If it *be* so, God is able to deliver us.
Heaven grant that we *be* not too late.
My wish is that you *be* more careful.
Though they *be* giants, I will oppose them.

From these examples we learn that this verb has, for all persons and numbers of the present subjunctive, a special form "be", differing from the forms of the present indicative.

Notice also the forms of the verb "be" in the various persons and numbers of the past subjunctive:

If I *were* there, it would be different.
If thou *wert* Goliath, down thou goest.
If he *were* not of God, he could do nothing.
O that we *were* there.
If ye *were* of the world, the world would love you.
If these things *were* not so, I would have told you.

From these examples we learn that the past subjunctive of this verb also differs from the indicative in the singular number.

Notice likewise the mood and the form of this verb in the following sentences:

Be diligent, my son.
Be more careful, children.

From these examples we see that the imperative of this verb also differs in form from the present indicative.

This verb is irregular, therefore, in the inflection of all of its moods and tenses. Its full conjugation is as follows:

CONJUGATION OF THE VERB "BE"

INDICATIVE MOOD

PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I am	we are
<i>Second</i>	you are (thou art)	you are
<i>Third</i>	he is	they are

PAST TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I was	we were
<i>Second</i>	you were (thou wast)	you were
<i>Third</i>	he was	they were

FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	I shall be	we shall be
<i>Second</i>	you will be (thou wilt be)	you will be
<i>Third</i>	he will be	they will be

SUBJUNCTIVE MOOD

PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	(If, lest, etc.) I be	we be
<i>Second</i>	" you be (thou be)	you be
<i>Third</i>	" he be	they be

PAST TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First</i>	(If, lest, etc.) I were	we were
<i>Second</i>	" you were (thou wert)	you were
<i>Third</i>	" he were	they were

IMPERATIVE MOOD

	<i>Singular</i>	<i>Plural</i>
<i>Second person</i>	Be (you or thou)	Be (you or ye)

EXERCISE 90

Fill in the following blanks with proper forms of the verb "be" :

1. If ye — of the world, the world would love you.
2. The blessing of Jacob — upon thee.
3. O that they — here.
4. Judge not that ye — not judged.
5. When he saw us he — greatly troubled.
6. If this — not so, I would have told you.
7. Would that I — young again.
8. Haste, lest he — angry with thee.
9. He — sorry when he hears this.
10. It is I who — to go.
11. If my kingdom — of this world, then would my servants fight.
12. It — the boys who were to blame.
13. We — there early to-morrow.
14. — truthful at all times, my son.

CHAPTER L

USES OF SUBJUNCTIVE AND IMPERATIVE

Contrast carefully the thoughts expressed by the italicized subjunctive in each of the following groups:

1. Green *be* the turf above them.
2. If the turf *be* green, pitch the tent there.

1. O that he *were* here.
2. If he *were* here, you might go.

In the first sentence of each group we observe that the subjunctive is used to express a *wish*, while in the second sentence of each the subjunctive is used to express a supposed state or a *supposition*.

Compare also the two wishes and the two suppositions with each other, as follows:

1. Green *be* the turf above them.
2. O that he *were* here.
3. If the turf *be* green, pitch the tent there.
4. If he *were* here, you might go.

We observe that the condition wished for in the first sentence and the condition supposed in the third sentence are both viewed as possible conditions.

In the second and fourth sentences the wish and the supposition are both viewed as representing something contrary to fact.

Thus the common uses of the **subjunctive** may be given as follows:

1. To express a wish viewed as being possible of fulfilment:

God *save* the king.
Thy will *be* done on earth.
Long *live* the king.

The present subjunctive is here used.

2. To express a wish viewed as representing something impossible of fulfilment or contrary to fact:

O that thou *saw* what was best.
I wish that he *were* present.

The past subjunctive form is here used, but it denotes present time.

3. In suppositions presented as something possible of fulfilment:

If thou *be* the Son of God, come down from the cross.
No man can do this except God *be* with him.
I tremble lest it *be* true.

The present subjunctive is here used.

4. To denote suppositions presented as representing something contrary to fact:

If I *were* you I would go.
Nobility *were* but an empty name without her.
If the prince himself *were* here, he could do nothing.

The past subjunctive form is here used, but it implies present time.

INDICATIVE FOR SUBJUNCTIVE

Compare the forms of the italicized verbs in the following sentences. How does the speaker view the supposition in each case?

1. If he *were* here, I would tell him.
2. If he *was* here, why did you not tell him?

We see from these examples that the indicative may also be used in stating a supposed case, as in example 2. Notice, however, that this indicative suggests a degree of certainty on the part of the speaker. "If he was here" (which evidently was the case) "why did you not tell him?"

USES OF THE IMPERATIVE

Compare the uses of the imperative in each of the following pairs of sentences:

1. John, *help* that boy with his load.
2. *Help* us, boys.
1. *Be* more careful with that, boys.
2. *Be* merciful unto us, O King.

1. *Give* me that book at once.
2. *Give* us this day our daily bread.

We see that the first sentence in each group expresses a direct command given to the person addressed.

In each of the second sentences we are not commanding, but rather exhorting or entreating the person addressed.

The **imperative** mood may, therefore, be said to have two important uses:

1. To express a direct command to the person addressed: Take your seat at once.
2. To express an exhortation or entreaty to the one addressed: "Lord God of Hosts, be with us yet".

EXERCISE 91

Describe the use of each imperative and subjunctive in the following sentences:

1. If he come before dinner, send him to me.
2. Watch lest thou fall.
3. No one has a chance, if this be true.
4. I wish that John were here to-day.
5. I will lose my life ere a hair of his head be injured.
6. Lock him up in the chapel, till the trial be over.
7. It were a sin to doubt it, maiden.
8. If it be within my power, I will grant thy boon.
9. Sweet little violets, put on your mantles of purple and gold.
10. Though the road be long and dreary, trust in God and do the right.
11. If it was wrong, the wrong is mine.

SUMMARY OF INFLECTION

We may notice from our previous lessons on inflection that there are but three parts of speech, the noun, the pronoun, and the verb, which have any inflections. The other

parts of speech are usually spoken of as uninflected parts of speech.

We may see further that certain inflections, as *number* in nouns and pronouns, and *mood* and *tense* in verbs, denote changes in meaning; while others, as *case* in nouns and pronouns, and *person* and *number* in verbs, denote changes in relation. Our inflections, therefore, may be classified as follows:

1. Inflections denoting changes in **meaning**.
2. Inflections denoting changes in **relation**.

DEFINITION

Inflection is a change in the form of a word to denote a change in its meaning or its relation.

PARSING OF VERBS

In parsing a verb give:

1. Its kind and conjugation
2. Inflections—mood, tense, person, and number
3. Relation to its subject

MODEL

The smoke descended through the trees.

“Descended”—A verb, intransitive, of the new conjugation, indicative mood, past tense, having as subject the noun “smoke”.

EXERCISE 92

Parse the verbs in the following sentences:

1. She delighted in new words, and quickly found that there was a list at the end of the book.
2. We shall all be sorry, if we do this.
3. God bless the noble boy.
4. Say what you will do.
5. Each ate some meat and drank some milk.

NOTE:—In parsing an uninflected part of speech it is necessary to give merely its kind and its relation.

EXERCISE 93 (REVIEW)

A

Classify the following sentences, analyse by clauses, and parse the italicized words:

Turn now *your* steps *homeward*, and *pause* at the *Bermudas*. They furnish arrow-root for the sick, *and* ample *supplies* of vegetables *earlier* than *sterner* climates *will* yield them. Is *this* all that can be said? Reflect *more* deeply. *These* islands possess a great military *and* naval depot; *and* a splendid harbour, *landlocked*, *strongly* fortified, *and* difficult of access *to* strangers.

Everything that the little *maiden* mentioned, as she *sat* on the stick *behind* him, flew past them, and the little boy saw all, though they only rode round *and* round the grass-plot. *Then* they played on the side-walk, *and* scratched up the earth *to make* a little garden; and she took elder-flowers out of her hair and *planted* them.

B

Analyse the following sentences, parse the italicized words, and point out the adjective and the adverb phrases:

From this piazza the wandering *Ichabod* entered the hall *which* formed the *centre* of the mansion and the *place* of usual residence. *Here* rows of resplendent pewter, *ranged* on a long dresser, *dazzled* his eyes. In one corner stood a huge bag of wool. Ears of *Indian* corn *and* strings of dried apples hung in *gay* festoons *along* the wall.

C

(a) *Parse the nouns and the verbs in each of the following sentences:*

(b) *Classify the infinitives and the participles and give the relation of each:*

He went on therefore at his leisure toward the coast of Mexico, intending to follow the shore till he found it. Another ship coming from China crossed him on his way loaded with silks and porcelain. He took the best of the freight with a golden falcon and a superb emerald. Then needing fresh water he touched at the Spanish settlement of Guatulco.

PART IV

VERB PHRASES

CHAPTER LI

We have learned that the bare predicate of a sentence may be composed of a single verb or of a verb phrase. A study of the various kinds of verb phrases to be found in our language forms one of the most important and interesting divisions of English Grammar.

PRINCIPAL AND AUXILIARY VERBS

Compare the part played by each italicized verb in the following groups in making the assertion:

1. Most men *will* their property to their children.
2. These men *fight* bravely.
3. These men *will* fight bravely.

1. The men *did* well.
2. The men *hit* the mark.
3. Perhaps the men *did* hit the mark.

In the first and second sentences of these groups, the verbs "will", "fight", "did", and "hit", each signify an attribute expressed about the men, the men being described as *willing, fighting, doing, or hitting*.

In the last sentence of each group the verbs "will", and "did" do not themselves signify an attribute, but merely help the verbs "fight" and "hit" to express the attributes *fighting and hitting*.

Examine the italicized words in the following sentences, and decide in each case (1) whether the verb expresses an attribute about the person or the thing denoted by the subject, or (2) whether it merely helps another verb to express an attribute:

1. My brother *received* your letter.
2. The horses *were* running very fast.
3. The men *hastened* on board.
4. The leaves *had* fallen from the trees.
5. I *shall* go to-morrow.

A verb used, as “received”, or “hastened” above, to assert some attribute of the person or the thing denoted by the subject is called a **principal verb**.

A verb used, as “were”, “had”, or “shall” above, to help a principal verb in expressing an attribute of the person or the thing denoted by the subject is called an **auxiliary verb**, that is, a helping verb.

Examine also the copula verbs in the following sentences:

God *be* good to the noble boy.

The child will *be* good.

We shall *be* late.

A copula verb, when used (as “be” above, either alone, or with an auxiliary) to form the copula of a sentence—that is, to relate the completion to the subject—is also called a **principal verb**.

EXERCISE 94

Classify the verb forms in the following sentences as principal or auxiliary, and explain in each case why you consider them such:

1. The little boy is hunting for flowers.
2. Our friend went to fish.
3. I have seen elephants. They have long tusks.
4. The child is very sick.
5. I shall be a carpenter when I am a man.
6. They did think that she did it.
7. They love to hide near a rock.
8. The children did not run to their father to try to play with him.
9. The men agreed to do this.

10. When an ostrich is chased it begins to run slowly.
11. Everybody rushed out to see the horrible death he had escaped.
12. They will be here before you leave.

DEFINITIONS

1. A principal verb is one which alone, or with an auxiliary, is used either to assert some attribute of the person or the thing denoted by the subject, or to form the copula of a predicate.

2. An auxiliary verb is one that helps a principal verb to make an assertion, and together with it forms a verb phrase.

CHAPTER LII

FUTURE PHRASES

In the study of tense in Chapter XL we learned that only the present and the past were shown by inflection, the future tense of the verb being distinguished, not by change of form, but by the use of *shall* or *will* with the verb, for example:

I *shall go* to-morrow.

Thou *wilt go* to-morrow.

He *will go* to-morrow.

Examining these tense forms, we observe that both "shall" and "will" are here used as auxiliary verbs to help the principal verb "go" assert the attribute of *going*, as belonging at some future time to the person denoted by the subject.

These phrases may, therefore, be called tense phrases, because they denote time; or **future phrases**, because they denote future time.

COMPOSITION OF FUTURE PHRASES

Notice the value of the italicized part in each of the following sentences:

1. He intends *to go* to-morrow.
2. He will *go* to-morrow.

In the first sentence we find an infinitive used as object of the verb "intends". In the second sentence also, "go" is an infinitive, without "to" before it.

The future phrase is composed of a future auxiliary *shall* or *will*, agreeing with the subject, and followed by the root infinitive.

FUTURE PHRASES IN NARRATION

Examine the future auxiliary in the forms of narration given below:

1. Direct Narration:

I say: "John *will go* there to-morrow".

I said: "John *will go* there to-morrow".

2. Indirect Narration:

I say that John *will go* there to-morrow.

I said that John *would go* there to-morrow.

Notice that in indirect narration after a past tense, *would*, the past form of *will*, is used instead of *will* as a future auxiliary.

So also the past form *should* is used in place of *shall*, for example:

I said that I *should* likely go next week.

While, therefore, *shall* and *will* are the regular future auxiliaries, *should* and *would* are so used in indirect narration after a past tense.

EXERCISE 95

Point out the future phrases in the following sentences, and separate the auxiliary from the principal verb in each case:

1. Is death to be feared, that will convey thee to so happy an existence?
2. I replied that he would oblige me by drinking it.
3. I don't think it will hurt me.
4. When he seeth that the lad is not with us he will die.
5. Judah said, "What shall we say unto my lord?"
6. Thou wilt injure thyself by the attempt.
7. Wolfe's last words were: "God be praised, I shall die in peace".
8. I thought I should never land that fish.
9. Columbus perceived that it would be of no avail.
10. I feared I should perish before help came.

CHAPTER LIII

FUTURE OF PROMISE OR DETERMINATION

An important distinction in the expressing of future action and state may be observed from a comparison of the following italicized forms:

1. I *shall* go there if all is well.
2. I *will* go at once.
3. I *will* go there in spite of them.

Comparing the second and third sentences with the first we notice:

1. "Will" is used with the first person in place of "shall".
2. "Will" is not here an ordinary future auxiliary, but rather resembles a principal verb expressing promise or determination on the part of the speaker, thus:

I will (that is, I promise to) go at once.

I will (that is, I am determined to) go in spite of them.

Compare also the following forms in the second and third persons:

1. The boy *will* likely go there.
2. The boy *shall* go there.
3. You *shall* go there.

Notice here also:

“Shall” is used in place of “will” in the second and third persons, and expresses the speaker’s promise or determination in reference to those spoken about, thus:

You shall (are compelled by me to) go.

In such sentences, therefore, as,

1. I *will* go there,
2. You *shall* go there,
3. He *shall* go there,

“will” and “shall” are not ordinary auxiliaries helping to form a future phrase, but rather express the speaker’s promise or determination.

Since, however, such phrases suggest a future act, these forms are treated as future phrases.

Thus we have two forms for the future, as follows:

SIMPLE OR
TRUE FUTURE

I shall give
You will give
He will give
We shall give
You will give
They will give

FUTURE OF PROMISE
OR DETERMINATION

I will give
You shall give
He shall give
We will give
You shall give
They shall give

RULES FOR THE USES OF SHALL AND WILL IN FUTURE PHRASES

Rule 1—To express simple futurity, use *shall* in the first person and *will* in the second and the third.

Rule 2—To express the speaker's promise or determination, use *will* in the first person and *shall* in the second and the third.

NOTE:—A future of promise or determination, like a simple future, uses *should* and *would* in place of *shall* and *will* in indirect narration after a past tense.

Examples:

He determined that John *should* have it.

I decided that I *would* see him.

EXERCISE 96

A

Classify the future phrases in the following sentences, and explain the use of the auxiliary in each case:

1. I am happy that I shall not see the surrender of Quebec; I will give no more orders.
2. I thought I should die from laughing.
3. My lord, your commandment shall be done.
4. I said I would do it as soon as possible.
5. He thought of the supper which his wife would have ready for him.
6. You will likely find him there.
7. He shall have it to-morrow if he is better.
8. I resolved that they should return it before noon.
9. Do not tell him or he will be angry.

B

Insert the proper auxiliary, "shall" or "will", in each of the following blanks:

1. What —— he think?
2. The ruins of this castle —— bury my body ere I consent.
3. Let us run away, or he —— catch us.
4. I wish I had not left the deck, for I —— soon be gone.
5. He says that he —— be unable to wait.
6. I think that these —— suit you.
7. Make haste or you —— be late.
8. I hope we —— see you there.
9. They are determined that she —— go.

C

Insert the proper auxiliary, "shall", "will", "should", or "would", in each of the following blanks:

1. You —— have whichever you wish.
2. I thought that I —— never get away.
3. The boy saw that general ruin —— be the consequence.
4. If you wait any longer she —— think you are playing, and you —— get a scolding.
5. Hold me at first, Sam, —— you? I —— soon get into the way of it.
6. I hope that I —— not be late.
7. One threw his arms around his neck and said: "You —— be burnt, Captain".
8. He had no sooner struck the first chord than I knew what —— happen.
9. I trust I —— see you there to-morrow.

CHAPTER LIV

SPECIAL USES OF SHALL AND WILL

Notice carefully the use of "shall" in the following sentence:

Thou, O God, *shalt* bring them into the pit of destruction; and deceitful men *shall* not live out half their days.

Here "shall" is used in both the second and third persons, not to denote the speaker's determination, but in the language of *prophecy*.

Examine also the use of "will" in the following sentences:

You *will* see to this at once.

The pupils *will* put away their books.

Here "will" is used in the second and third persons in giving a command.

Compare also the future forms in each of the following pairs of interrogative sentences:

1. Will you allow them to do that?
2. Shall you likely have time to see them?
1. Shall he bring the parcel to you?
2. Will he likely be there to-day?

In the first sentence in each pair we are asking the person addressed about his determination, the expected answers being:

1. I will (or will not) allow them.
2. He shall (or shall not) bring the parcel.

In the second sentences we are asking about the future act merely, the expected answers being:

1. I shall (or shall not) have time.
2. He will (or will not) likely be there to-day.

Notice that in asking questions in the second or the third person about the future, we use the same auxiliary, *shall* or *will*, as we expect to be used in the answer.

Rule 3—In asking questions in the second or the third person about the future, use the same auxiliary as you expect will be used in the answer.

NOTE:—In asking questions in the first person about the future, only the auxiliary *shall* is to be used, for example:

Shall I close the door?

Shall we wait for him?

EXERCISE 97

A

Explain the use of "shall", "will", "should", or "would" in each of the following sentences:

1. I will arise and go to my father.
2. He thought this would hold gold enough for a lifetime.
3. He resolved that she should have no food that night.
4. If you kill me, you shall die with me.
5. I will try not to offend him.
6. Be of good courage, and he shall strengthen your heart.
7. If I can stop one heart from breaking, I shall not live in vain.
8. Now we will return home.
9. Why will you torture an innocent little creature?
10. You shall have Silvia, for you have well deserved her.
11. She thought that they would disguise their rank.

B

Insert the proper auxiliary, "shall" or "will", in each of the following sentences:

1. I —— have this cap or none.
2. —— we meet you there this evening?
3. It —— be supper time before we get there.
4. He determines that she —— assent to everything he says.
5. I do not think I —— live to see this.
6. I —— make her come, I warrant.
7. They —— not listen when I speak to them.
8. —— I put this away for you?

9. I am afraid they —— be late.
10. Do you think he —— pass the examination?
11. They —— go there notwithstanding your advice to the contrary.
12. We —— always remember your visit.

C

Insert the proper auxiliary, "should" or "would", in each of the following sentences:

1. He determines that she —— assent to everything he says.
2. I did not think I —— live to see this.
3. They thought he —— likely do better there.
4. I was afraid they —— be late.
5. He declared that he —— not return them.
6. We feared that we —— be too late.
7. I realized at length that I —— be late.
8. Mother told me to say that she —— come.
9. I knew what he —— do with it.

CHAPTER LV

SUBJUNCTIVE PHRASES

In Part III we learned that a verb, by inflection or change of form, could indicate a certain change in the speaker's manner of presenting his assertion, for example:

Thou *art* honest Indicative mood

If thou *wert* honest.....Subjunctive mood

Be honestImperative mood .

State the mood of the italicized verb forms in the following groups of sentences, noting especially the value of the verbs "may", "might", "should", and "would" in the several assertions:

1. God *preserve* thee.
2. *May* God *preserve* thee.

1. O that he *knew* this.
2. O that he *might know* this.
1. Take heed lest you *fail*.
2. Take heed lest you *should fail*.
1. That *were* impossible in such a case.
2. That *would be* impossible in such a case.

Notice concerning these forms:

1. Each form is subjunctive, expressing some action or state as merely thought of, the two forms in each group having the same value.

2. The verbs "may", "might", "should", and "would", as used here, are, therefore, auxiliary verbs, merely helping the principal verbs to express, like simple subjunctives, some attribute, not as real, but as wished for or supposed. The verb forms "may preserve," "might know", "should fail", and "would be", as used above, are, therefore, verb phrases used with the value of simple subjunctives.

In the following sentences point out any phrases used with the value of simple subjunctives, stating where possible what simple subjunctive might take the place of the phrase:

1. Take care lest he should get away.
2. If they should succeed, it would be well to write them.
3. We will undertake it whatever he may order.
4. I was afraid lest he might hear too much.

Verb phrases such as "should get", "may order", "might hear", etc., when used with the value of a simple subjunctive, are called **subjunctive phrases**.

The verbs *may*, *might*, *should*, and *would*, when used to introduce a subjunctive phrase, are called **subjunctive auxiliaries**.

CAUTION:—Be especially careful to distinguish between "should" and "would" as subjunctive auxiliaries and as future auxiliaries.

Examples:

I feared lest he *should* fail Subjunctive auxiliary

I determined that he *should* go Future auxiliary

(My determination was: "He shall go".)

EXERCISE 98

Point out the subjunctive phrases in the following sentences:

1. Should he be there, send him to me.
2. May they never know this.
3. It would be better if they should find it out.
4. Take care lest you should miss them.
5. My desire was that he might help you.
6. We will stop him, whoever he may be.
7. Be careful lest you should fall.
8. Were it good for thee, the master would grant it.

DEFINITION

A subjunctive verb phrase is one used with the value of a simple verb in the subjunctive mood.

CHAPTER LVI

PERFECT AND PROGRESSIVE PHRASES

In each of the following groups of sentences, compare the forms of the verb and the state of the asserted action:

1. The men *work* to-day.
2. The men *have worked* to-day.
3. The men *are working* to-day.
1. The snow *melts* now.
2. The snow *has melted* now.
3. The snow *is melting* now.

In comparing the forms and the meanings of these italicized verbs we notice:

1. The words "have" and "are", "has" and "is", are auxiliaries helping to make up verb phrases.

2. Each of the simple verbs, "work" and "melts", refers an attribute in a general way to the person or the thing denoted by the subject, not indicating anything definite as to the state of the act.

3. The verb phrases "have worked" and "has melted", represent the act as completed at the time indicated.

4. The verb phrases "are working" and "is melting", represent that the act is continuing, or in progress, at the time indicated.

Point out the verb phrases in the following sentences, and decide how the action is represented by each:

1. Thou hast spoken well, damsel.
2. Take care where you are going.
3. I have learned what he is doing.
4. Two hundred had already assembled, and others were fast coming in.

A verb phrase such as "hast spoken", "have learned", or "had assembled", which definitely represents an action or state as completed at the time indicated, is called a perfect verb phrase or a **perfect phrase**.

A verb phrase such as "are going", "is doing", or "were coming", which represents an action or state as going on, or in progress, is called a progressive verb phrase or a **progressive phrase**.

EXERCISE 99

Point out the perfect and the progressive verb phrases in the following sentences:

1. The man had gone when I got there.
2. The boys were playing ball at the time.
3. John has just gone into the house.
4. She has sent the letter to her friend.

5. The slave was happier than he had been in his master's house.
6. As I was going to school a squirrel ran into its hole.
7. When they had gone he came back.
8. "Where are you going?" said he.
9. The train had left before I arrived.
10. Hark! the little bee is humming.
11. He had left his place and was now standing near the extreme corner.

CHAPTER LVII

PERFECT VERB PHRASES

CONJUGATION OF PERFECT PHRASES

State the time indicated by each of the following perfect phrases:

1. He *has just now closed* the office.
2. You *had closed* the office an hour before.
3. We *shall have closed* before they arrive.

Perfect phrases, therefore, like the simple verb, have the three tenses, present, past, and future, to indicate the time at which the action or the state is described as completed.

Compare also the moods of the following phrases:

1. He *had gone* before we arrived.
2. *Had* he *gone*, it *had been* better.

From these examples we learn that perfect phrases are used in both the indicative and subjunctive moods.

The following is, therefore, the conjugation of the perfect phrases of the verb "see" :

PRESENT PERFECT

Indicative

1. I have seen
2. you have seen (thou hast seen)
3. he has seen

1. we have seen
2. you have seen
3. they have seen

PAST PERFECT

Indicative

1. I had seen
 2. you had seen (thou hadst seen)
 3. he had seen
-
1. we had seen
 2. you had seen
 3. they had seen

FUTURE PERFECT

Indicative

1. I shall have seen
 2. you will have seen (thou wilt have seen)
 3. he will have seen
-
1. we shall have seen
 2. you will have seen
 3. they will have seen

COMPOSITION OF PERFECT PHRASES

From an examination of the above forms we learn that a perfect verb phrase is composed of:

1. A tense form of the verb "have" as auxiliary, which agrees in person and in number with the subject.
2. The perfect participle of the principal verb.

EXERCISE 100

A

Write out the three perfect tenses of the verbs "go" and "wait" in the indicative.

B

Classify the verb phrases in the following sentences:

1. He had frisked into the sitting-room.
2. You have heard more than this.
3. My wish is that you may succeed.
4. We had not sailed above a league before a dreadful storm arose.
5. You shall have it for you have deserved it.
6. God forbid that I should do so.
7. Each had taken his own proportion of the booty.
8. I shall tell him that I have warned you.
9. I wish that he had told them.
10. He had gone only a short distance when he overtook a man who was trudging along the road.

DEFINITION

A perfect verb phrase is one that represents an action or state as completed at the time indicated by the auxiliary.

CHAPTER LVIII

PROGRESSIVE PHRASES

CONJUGATION OF PROGRESSIVE PHRASES

Examine the tenses and the moods of the following phrases:

He *is working* in the garden.

I *was working* there yesterday.

We *shall be leaving* to-morrow.

If I *were going*, I would tell you.

From these examples we may learn that the progressive phrase of a verb, like the simple verb, is used in the various moods, tenses, persons, and numbers, for example:

PRÉSENT PROGRESSIVE

Indicative

1. I am seeing
2. you are seeing (thou art seeing)
3. he is seeing

1. we are seeing
2. you are seeing
3. they are seeing

Subjunctive

- (If, lest, etc.) I be seeing
 “ thou be seeing
 “ he be seeing.

 “ we be seeing
 “ you be seeing
 “ they be seeing

COMPOSITION OF PROGRESSIVE PHRASES

From an examination of the above forms we learn that a progressive phrase is composed of:

1. Some tense form of the verb “be” used as auxiliary, agreeing in person and in number with the subject.
2. The imperfect participle of the principal verb.

The full conjugation of the progressive phrases of the verb “see” is given in the Appendix.

EXERCISE 101

A

Write out the three tenses of the progressive phrases of the verbs “send” and “give” in the indicative.

B

Classify the verb phrases in the following sentences, giving the mood, the tense, the person, and the number of each:

1. They were standing by the good captain, who had been so kind to them.
2. He said he had found a man who would undertake it.
3. Had my steel cap been on I had dealt him a blow that had spoilt his retreat.

4. I shall be going there to-morrow.
5. He was doing his best to run away from his master.
6. This shall not go on; I will prevent it.

DEFINITION

A progressive verb phrase is one that represents an action or state as being in progress at the time indicated by the auxiliary.

CHAPTER LIX

EMPHATIC PHRASES

Compare the verb forms in the following groups of sentences:

1. She *speaks* the truth.
2. She *does speak* the truth.
1. I *saw* you there.
2. I *did see* you there.

Notice that the first forms in these groups, "speaks" and "saw", simply assert the attributes *speaking* and *seeing*, while the second verb forms, "does speak" and "did see", assert the same attributes emphatically.

The verb "do", therefore, is here used as an auxiliary verb, helping the principal verb to make an emphatic assertion.

Verb phrases such as "does speak" and "did see", which are used to make an emphatic assertion, are called **emphatic verb phrases**.

Examine also the use of a phrase with "do" or "did" in interrogative sentences, for example:

Does he live here?

Did we not see you there?

Notice that we do not ask these questions with the single verb, for example:

Lives he here?
Saw I not you there?

In asking such questions, therefore, the phrase with “do” is regularly used, though it does not then denote emphasis.

This may be described as the **interrogative** use of the phrase.

Notice that in negative sentences, also, phrases with “do” and “did” are without emphasis:

They do not know the reason.
They did not try to escape.

CONJUGATION OF EMPHATIC PHRASES

Notice the moods and tenses of the following phrases:

They did send for it.
Though he do send, refuse him.
Do go at once.

Emphatic phrases are found in the three moods, but in only two tenses, present and past. The full conjugation is, therefore, as follows:

EMPHATIC CONJUGATION OF VERB “SEE”

PRESENT EMPHATIC

Indicative

1. I do see
2. you do see (thou dost see)
3. he does see

1. we do see
2. you do see
3. they do see

PAST EMPHATIC

Indicative

1. I did see
2. you did see (thou didst see)
3. he did see

1. we did see
2. you did see
3. they did see

Imperative

Second person—Do see

COMPOSITION OF EMPHATIC PHRASES

The emphatic phrase is composed as follows:

1. The present or the past tense form of the auxiliary “do” agreeing in person and in number with the subject.
2. The root infinitive of the principal verb.

EXERCISE 102

A

Write out the two tenses of the emphatic phrases of the verbs “give” and “work” in the indicative.

B

Classify the verb phrases in the following sentences:

1. I do not consider that probable.
2. You will have reason to know that he has done his best.
3. They did not attempt to fight.
4. Do tell us about your visit.
5. How did you learn to do them?
6. Courage, brother, do not stumble.
7. Do you know, I have never heard you sing?
8. You will have finished the book before I shall be ready for it.

9. The roots had passed under the ditch, and were again spreading themselves over the field.
10. No, no, Master Fox; I have caught you, and you shall swing.
11. Whence do you come so early, and whither are you going?

C

Fill in the following blanks with the proper forms of the auxiliaries "have", "do", or "be", and name in each case the kind of phrase:

1. She said she —— learning to draw.
2. To his delight he found that he —— succeeded.
3. The little gentleman who —— taken his cap off, —— standing in the middle of the room.
4. Her hood —— fallen back from her white face, and her eyes —— shining like two stars.
5. What —— you crying for?
6. I wonder what he —— found.
7. They —— no sooner sat down than they repented.
8. Several who —— standing there caught the state of affairs.
9. —— you going there now?
10. I felt pretty sure that we —— converted him.

CHAPTER LX

PASSIVE PHRASES

Examine carefully the forms and uses of the verbs in the following sentences:

The *man* sees the boy.

The *boy* is seen by the *man*.

In the first sentence the form "sees" represents the person denoted by the subject as acting.

In the second sentence the form "is seen" represents the person denoted by the subject as acted upon.

The verb form "is seen" asserts the act *seeing*, and is therefore a verb phrase; "seen" being a principal verb, and "is" an auxiliary.

Examine the forms of the verbs in the following sentences, and decide in each case whether their subjects represent the person or thing that is acting or the person or thing that is being acted upon:

1. The window was broken by the girl.
2. The dog carried away the boy's cap.
3. I am disturbed by the cars.
4. He saw the games yesterday.
5. The chairs were taken away.
6. The man had left the city.

Phrases such as "was broken", "am disturbed", and "were taken", whose subjects denote a person or thing being acted upon, are called **passive verb phrases**.

Transitive verb forms such as "carried", "saw", and "had left", whose subjects denote a person or thing doing something, are often called **active verb forms**.

This distinction of verbs as *active* forms and *passive* forms is sometimes spoken of as **voice**.

NOTE 1:—As an intransitive verb does not assert an action as being exerted upon an object, a passive verb phrase is regularly made only from a transitive verb.

NOTE 2:—Since a copula verb does not assert action it is neither active nor passive, the person or thing denoted by the subject neither acting nor being acted upon, for example:

The man *seems* old.

The stone *was* heavy.

CONJUGATION OF PASSIVE PHRASES

Examine the moods and the tenses of the following passive phrases:

These boys *are known* by you.

Nothing more *was said* by them.

O that he *were known* by us.
 He *will be punished* for this.
Be seen, but not heard.

From these examples we learn that the passive phrase of a transitive verb, like its simple form, is conjugated in all the moods and tenses, for example:

PRESENT TENSE

<i>Indicative</i>	<i>Subjunctive</i>
I am seen	(If, lest, etc.) I be seen
you are seen (thou art seen)	“ you be seen (thou be seen)
he is seen	“ he be seen
we are seen	“ we 'be seen
you are seen	“ you be seen
they are seen	“ they be seen

COMPOSITION OF PASSIVE PHRASES

From an examination of the above forms we learn that a passive phrase is composed of:

1. Some tense form of the verb *be*, agreeing in person and number with the subject.
2. The perfect participle of the principal verb.

The full conjugation of the passive phrases of the verb “see” is given in the Appendix.

EXERCISE 103

A

Point out any passive phrases in the following sentences:

1. I often think of those wonderful bells.
2. The man was hired to do the work.
3. The men were rescued by a party from the fort.
4. The city was inclosed by a stone wall.
5. The crew poised their oars.
6. The jackets were thrown on shore.
7. Come with me into the study.

8. The glasses were filled each by its owner.
9. Does he shoe horses well?
10. I was forced to leave the room.
11. All the people were running into the street.
12. These books will be sent to-morrow.

B

In the following exercise change the active sentences to passive, and the passive to active:

1. We were helped by the man.
2. The boy brought the parcels from the store.
3. A child of seven years old might hit yonder target.
4. By whom was this seat broken?
5. You shall be obeyed by me at least.
6. Fear compelled me to do this.
7. This noise will be heard by the teacher.
8. They will bear him to the ship.
9. He was persuaded by the host to remain over night.

DEFINITIONS

1. An active verb form is one that represents the person or thing denoted by its subject as acting.
2. A passive verb phrase is one that represents the person or thing denoted by its subject as being acted upon.

CHAPTER LXI

*
VERB PHRASES

COMPOUND FORMS

We have now learned that the verb has, in addition to its simple forms, six kinds of phrases, namely:

- | | |
|------------------------|------------------------|
| 1. Future phrases | 4. Progressive phrases |
| 2. Subjunctive phrases | 5. Emphatic phrases |
| 3. Perfect phrases | 6. Passive phrases |

In addition to these six classes of verb phrases, we find many phrases belonging to two or more of these classes.

Examine, for instance, the future tense of the perfect phrase:

He will have gone by that time.

“Will have gone” is a compound phrase containing both a future and a perfect auxiliary, and is composed as follows:

1. “will”—a future auxiliary, agreeing in person and number with the subject.

2. “have”—root infinitive after “will”, used as a perfect auxiliary.

3. “gone”—perfect participle after the auxiliary “have”, the principal verb of the phrase.

Other examples of compound phrases are as follows:

I shall be seeing Future and progressive

I shall be seen Future and passive

I have been seeing Perfect and progressive

O that he may have seen .. Subjunctive and perfect

O that he may be seen ... Subjunctive and passive

EXERCISE 104

A

Classify the verb phrases in the following sentences:

1. The camel is fed upon dates and barley.
2. If you had sent, they would have given it.
3. Strange footsteps were heard without.
4. We had been standing there only a few minutes.
5. He has been waiting too long now.
6. People said she had been trying to warm herself.
7. He was floating on the mast to which he had bound himself.
8. They would have dropped the rope, had they not been afraid, as I was addressing them rather forcibly from the boat.
9. He decided that she should be sent away.
10. The work was being done very poorly.

11. This has been done much better.
12. It will be found where you left it.

B

Write out examples of each of the following verbs:

1. Perfect progressive of *give*
2. Progressive passive of *send*
3. Perfect passive of *know*
4. Subjunctive passive of *find*

CHAPTER LXII

DISTINGUISHING AUXILIARY VERBS

In concluding our work on verb phrases let us again distinguish between an auxiliary and a principal verb, remembering especially that a verb is principal when it asserts an attribute about the subject.

Examine, for example:

You may go.

You can go.

You must go.

You ought to go.

In these examples, each verb—"may", "can", "must", "ought"—expresses a distinct idea—permission, ability, obligation, duty.

"May", "can", "must", and "ought" are, therefore, principal verbs, followed by infinitives.

The following is a review of the various auxiliary verbs, with a comparison of their auxiliary and their principal uses:

Will: He *will* go soon Future auxiliary

He *will* go in spite of us... Principal verb

I thought I *should* be late... Future auxiliary

Should: If he *should* come, tell him... Subjunctive auxiliary

You *should* come..... Principal verb

	I thought he <i>would</i> go.....Future auxiliary
Would:	That <i>would</i> be impossible....Subjunctive auxiliary
	They <i>would</i> have their way...Principal verb
May:	<i>May</i> you be happy Subjunctive auxiliary
	You <i>may</i> have itPrincipal verb, asserting permission
Be:	He <i>is</i> working Progressive auxiliary
	The man <i>is</i> honest.....Principal verb (copula)
Have:	They <i>have</i> gone home..... Perfect auxiliary
	They <i>have</i> the money.....Principal verb
Do:	He <i>does</i> know them..... Emphatic auxiliary
	He <i>does</i> his duty Principal verb

There will be found in the Appendix the complete conjugation of a transitive verb in all its forms and phrases. Only transitive verbs have passive forms.

PARSING OF VERB PHRASES

In parsing a verb phrase, mention first its kind or kinds, and classify the principal verb; next give the inflections of the phrase in regular order.

MODEL

1. Do take it for him, John.
2. The men had been waiting some time.

“Do Take”—A verb phrase of the verb “take”, transitive, of the old conjugation, active, imperative mood, present emphatic, second person, the subject “you” omitted.

“Had been waiting”—A verb phrase of the verb “wait”, intransitive, of the new conjugation, indicative mood, past perfect progressive, having as its subject the noun “men”.

NOTE:—Omit voice in parsing other than transitive verbs.

EXERCISE 105

Parse the verb phrases in the following sentences:

1. The fire was spreading through all parts, when she who had first kindled it appeared.
2. We shall all be punished, if we do this.
3. He was followed by his soldiers, who had mounted their horses.
4. We demand that they be delivered to us at once.
5. Do say what you will do.
6. I have been thinking over your offer.
7. Take care lest you should be seen.

CHAPTER LXIII

SOME PHRASAL FORMS OF INFINITIVES AND PARTICIPLES

The infinitives and participles, like the verbs, may take perfect, progressive, or passive phrasal forms.

He regrets *having sent* there. . . . Perfect gerund

To be sent there was a mistake. . Passive infinitive with "to"

The man *having done* the work would not wait longer.

Perfect phrasal participle

The infinitives and participles may also take compound phrasal forms, for example:

He regrets *having been sent* there. . . . Perfect passive gerund

Who heard of this *having been done*? . Perfect passive participle

EXERCISE 106

Describe the forms of the infinitives and participles in the following sentences:

1. The messenger having accomplished his mission, returned to headquarters.
2. I was sorry to have given you trouble.
3. He was afraid of being sent away.
4. They did not wish to be separated.

5. They could stand there without being seen.
6. There is nothing prettier to be seen in the woods.
7. The material, having been heated, bends quite easily.
8. I did not like his having gone there.
9. They are preserved by being wrapped in paper.
10. You deserve to be punished.

FORMS IN "ING" DISTINGUISHED

In the following groups of sentences compare carefully the verbal force of the forms ending in "ing" :

1. The bird *singing* in the garden is a canary.
2. A *singing* bird was feeding in the cage.
1. The girl *hanging* out the clothes will see them.
2. A *hanging* basket fell beside her.
1. I found the man *amusing* the company.
2. This is an *amusing* book.
1. *Crossing* a muddy street at night is unpleasant.
2. The *crossing* over the street was muddy.
1. *Standing* here all day is hard work.
2. The *standing* of the pupil is very low.

In the first sentence of each group the form in "ing", in addition to being a noun or adjective, also asserts in an indefinite way the verbal attribute, and is thus able to take verbal adjuncts after it.

In the second sentences the forms in "ing" do not imply any assertion or take verbal adjuncts, being merely adjectives describing objects, or nouns naming actions. These forms, when so used, are not to be called gerunds or participles, but merely nouns or adjectives.

CAUTION:—*Care must be taken not to confound with the participle a gerund with a preposition omitted before it, for example:*

I am tired (of) speaking about it.

He is busy (at) exercising.

He made some money (by) selling papers.

EXERCISE 107

Classify the following forms in "ing" as gerunds, participles, nouns, and adjectives.

1. The invading army was now forced to retreat.
2. Standing here is very tiresome.
3. He is known to have commanded trading vessels.
4. The man has gone hunting.
5. He felt the planks bending beneath his feet.
6. The man belongs to an adjoining parish.
7. After cleaning it, I filled it with water.
8. The lowing of the cattle was then heard.
9. Lean not upon thine own understanding.
10. We can have happiness only by having right feelings toward others.
11. The beginning of the story was the best part.
12. An opening in the wall let us out.
13. He broke the pole attempting to push out a log.

DEFECTIVE AND IRREGULAR FORMS

A few English verbs are defective, or lack certain of their parts.

The verb *may*, for example, has no infinitives or participles, and does not, therefore, have any phrase forms. We cannot say: "I shall may", etc. Thus these verbs have only the present and the past tense. A few verbs are used only in the present tense.

LIST OF DEFECTIVE VERBS

<i>Present</i>	<i>Past</i>
can	could
may	might
must	
shall	should
will	would
ought	
beware	

NOTE:—The principal verb *will*, however, is not defective.

Examples:

1. He has willed otherwise.
2. I have willed the property to you.

IRREGULAR INFLECTED FORMS

Compare the ending of the third singular in the following verbs:

He <i>needs</i> the money.	He <i>dares</i> me to go.
He <i>need</i> not go.	He <i>dare</i> not go.
She <i>waits</i> for us.	He <i>sees</i> the men.
She <i>can</i> go.	He <i>may</i> leave.

Some verbs always, and others occasionally, do not add "s" to the third singular present indicative.

CONTRACTED FORMS

I have
 Thou ha(ve)st ... hast
 He ha(ve)shas
 We ha(ve)dhad

Such contractions are usually spoken of as irregularities in inflection.

EXERCISE 108 (REVIEW)

A

Analyse by clauses, classify the verb phrases, and parse the italicized words:

When the venison they had taken was all eaten, and they were going *out* for more, the girl could not accompany *them* *because* she was unwell.

I see *that* you are angry with *me*; but, sirs, if you kill me for my fault, know that I should have died if I had not taken it.

Before the king died, the good earl of Kent, *who* had attended his *master's* steps from the first, tried *to make* him

understand that he had followed him under the name of Caius; but *Lear* could not comprehend how *that* could be, or how Kent and Caius could be the same person.

B

Analyse the following sentences, and classify the adjectives, the adverbs, and the verb phrases:

The apartment in which the Saxon chiefs were confined had formerly been the great hall of the castle. It was now abandoned to meaner purposes, because the present lord had erected a new hall whose vaulted roof was supported by lighter and more elegant pillars, and fitted up with that higher degree of ornament which the Normans had already introduced.

PART V

SPECIAL CONSTRUCTIONS

CHAPTER LXIV

CASE CONSTRUCTIONS

We learned in Chapter XXXVIII that some nouns are inflected to show the possessive relation, and that some pronouns are inflected to indicate the three relations (subjective, possessive, and objective) in which they may be used in the sentence.

We shall now consider in greater detail various constructions of each of these cases.

USES OF THE NOMINATIVE CASE

I. SUBJECT NOMINATIVE

It has already been seen that the nominative form is always used when a noun or pronoun is the subject of the sentence, for example:

He came yesterday.
The *boy* came yesterday.

II. PREDICATE NOMINATIVE

It was also seen in Chapter XXXVIII that a noun or a pronoun used as a subjective completion is in the nominative case, agreeing with the subject, for example:

This is <i>he</i> .	It was <i>she</i> .
This is the <i>boy</i> .	It was the <i>girl</i> .

III. NOMINATIVE OF ADDRESS

Notice the italicized nouns in the following sentences:

Thou, *Lord*, art most high.
Boys, what brought you here?
Sweet *Nymph*, how shall we greet thee?

Whenever we have occasion to use the inflected pronoun "thou" in address, as in the first sentence above, we use the nominative case form. For this reason a noun, such as "Lord", "Boys", or "Nymph", used to name a person or a thing addressed, is said to be in the **nominative of address**.

EXERCISE 109

Point out each noun or pronoun in the nominative case in the following sentences, and state how it is used:

1. George's face and attitude are a study.
2. "You must be more careful, sir", said Jerry.
3. Am I a dog, that thou comest to me with staves?
4. O my children,
 Life is sunshine, life is shadow;
 Life is chequered shade and sunshine,
 Rule by love, O Hiawatha!

IV. NOMINATIVE ABSOLUTE

Examine the italicized parts of the following sentences, noting:

1. The grammatical value of the italicized phrase.
 2. The parts composing the phrase.
 3. The case of the noun forming the first part of the phrase.
- (1) *The horses being tired*, I walked home.
- (2) *The teacher being absent*, the school was closed.

In each of these sentences notice concerning the italicized phrase:

1. It is an adverbial phrase, modifying the predicate of the sentence.
2. It is composed of two parts—noun and adjective—the adjective part modifying the noun.
3. The noun is considered to be in the nominative case, as the sentences may be written thus:

They being tired, I walked home.

He being absent, we had no school.

Such a noun or pronoun is said to be in the **nominative absolute**.

EXERCISE 110

In the following sentences state the use of each noun and pronoun in the nominative case:

1. Ye silent Cataracts! who bade the sun clothe you with rainbows?
2. The harvest now being over, the men began the fall ploughing.
3. Be a man, John.
4. I am the unhappy Jewess, for whom your husband hazarded his life.
5. I know that he would not be a wolf but that he sees that the Romans are but sheep.
6. The day being fair, we drove to town.
7. Hickory nuts are his favourite food.
8. The hunters came on rapidly, our friend leading the way.
9. He came forward like lightning, his back flat, his teeth set.

CHAPTER LXV

THE POSSESSIVE CASE

I. JOINED TO A NOUN

We have already learned that the possessive form of a noun or a pronoun, in addition to denoting a possessor, is used in the sentence with the value of an adjective, to modify a noun, for example:

Bring me the *boy's* book.

The *children's* toys are broken.

His pen is lost.

II. NOT JOINED TO A NOUN

Examine the possessives in the following groups, noting especially the relation of those italicized:

1. John's book is here but *Mary's* has disappeared.
2. Your eyes are blue but *his* are gray.

Through the omission of the nouns "book" and "eyes", the italicized possessives seem to be used not as adjectives, but as the subject of "has disappeared" and "are", respectively.

Note the construction of the following possessives:

1. He has John's book, but I have *Mary's*.
2. He has gone to the *baker's* (shop).
3. If you have no pen, you may borrow *hers*.

Here also, through the omission of the nouns "book", "shop", and "pen", each italicized possessive is used as an object after a verb or a preposition.

Examine also the construction of the following possessives:

1. This is Philip's knife, but that is *John's*.
2. This is the *boy's* and that is *yours*.

Here the italicized words are used with the value of a noun in the predicate nominative.

NOTE 1:—Most of these possessives may, however, be treated as ordinary possessives by supplying the omitted nouns.

NOTE 2:—We have seen that certain pronouns take a different form in the possessive, when not joined to a noun.

Examples:

My book is on the desk.

Mine is on the desk.

This is *her* book.

This is *hers*.

For other possessives having two forms, see page 112.

· III. SUBSTITUTE FOR POSSESSIVE

Compare the meanings of the following italicized forms:

1. The *baker's* wife is here.
2. The wife *of the baker* is here.
1. He married the *king's* daughter.
2. He married the daughter *of the king*.

An adjective phrase beginning with "of" may often be used in place of the possessive.

IV. DOUBLE POSSESSIVES

Compare the modes of denoting possession in the following sentences:

1. The *king's* son brought the message.
2. A son *of the king* brought the message.
3. A son *of the king's* brought the message.

In the last example, the phrase "of the king's" has both the preposition "of" and the apostrophe and "s" denoting possession. Such a construction is called a **double possessive**.

V. COMPOUND POSSESSIVES

Compare carefully the forms and meanings of the following compound possessives:

John's and William's skates are here.
John and William's skates are here.

When a compound possessive denotes separate ownership, the apostrophe and "s" are added to both nouns. If the compound possessive denotes joint ownership, the apostrophe and "s" are added to the last noun only.

EXERCISE 111

Point out the possessives in the following sentences, and give the relation of each:

1. Evan's, Donald's fame rings in each clansman's ear.
2. The air is as balmy as Eden's was.
3. A sail of a few days brought us there.
4. How far is it to your friend's?
5. The small dog is our neighbour's.
6. I met a friend of John's yesterday.
7. Father has gone to the doctor's.

CHAPTER LXVI

THE OBJECTIVE CASE

I. OBJECT OF A VERB OR A PREPOSITION

We have already noticed that the objective form is used when a noun or a pronoun has the following relations:

- (a) *Object of a verb*, as: We saw the *boy*. We saw *him*.
- (b) *Object of a preposition*, as: They came with the *boy*. They came with *him*.

II. SUBJECT OF AN INFINITIVE

Compare the italicized nouns and pronouns in the following sentences:

1. I believe that *he* is guilty.
2. I believe *him* to be guilty.
1. I believe that the *man* is guilty.
2. I believe the *man* to be guilty.

In the second sentence of each group the words "him" and "man", which are objects of the verb "believe", are also subjects of the infinitive "to be".

A noun or a pronoun used as above, as the subject of an infinitive, is in the objective case.

III. AS COMPLETION OF AN INFINITIVE

Notice the forms of the subjects and completions of the copula infinitive in the following sentences:

I believe *them* to be the *men*.

I believe *this* to be *him*.

Here the completions of the infinitive, "men" and "him", are in the objective form, agreeing in case with the subjects "them" and "this".

IV. COGNATE OBJECT

Compare the meaning of the verb and of the object in the following sentences:

He *ran* a *race*.

She *lived* a long *life*.

When a noun used as an object is kindred in meaning to the verb that governs it, the object is called a **cognate object**.

Cognate means "kindred to", the object being allied in meaning to the verb.

EXERCISE 112

In the following sentences select the nouns and the pronouns in the objective case, and explain how each is used:

1. They clasped his neck, they kissed his cheeks,
 They held him by the hand.
2. I believe him to be the boy.
3. Tom heard the keeper beating the clump.
4. I wished him to take a walk.
5. I caused the gate to be opened, placed a sentinel there,
 and went down to the river to meet them.
6. I want you to bear this in mind.
7. He bore the banner of the free,
 And fought the fight whereof our children know.
8. He knew him to be the archer.

CHAPTER LXVII

V. DIRECT AND INDIRECT OBJECTS

In each of the following sentences compare how the person and the thing denoted by the objects are affected by the action:

The man made the boy a kite.

The man gave the girl a book.

Notice that "kite" and "book" are both objects, each being necessary to complete the meaning of the verb of its sentence, and denoting something that is directly acted upon by the person denoted by the subject.

Notice further that though "boy" and "girl" do not seem necessary to complete the meaning of the verbs, they each represent what is indirectly acted upon—the persons to or for whom the act is performed.

Point out the objects in the following sentences, and tell whether they represent that on which the act is directly performed, or that to or for which the act is performed:

We paid the man the money.

John lent me his knife.

Objects such as "money" and "knife", which represent that upon which the action of the verb directly falls, are called **direct objects**.

Objects such as "man" and "me", which represent the one to or for whom the action is performed, are called **indirect objects**.

NOTE:—Observe that when the indirect object is placed after the direct, it then becomes an object after the preposition "to", or "for", for example:

We paid the money to the man.

EXERCISE 113

Point out the objects in the following sentences, and classify them as direct or indirect objects:

1. His father promised him a book.
2. The pupils told the teacher the truth.
3. The man showed us the squirrel.
4. Our uncle bought us presents.
5. Jane offered Mary her doll.
6. I brought the teacher an apple.
7. He paid the workmen.
8. He will get you some plants.
9. He sent the parcel.
10. John sold James his new top.

DEFINITIONS

1. A direct object of an active transitive verb represents the person or the thing that the action expressed by the verb is immediately exerted upon.

2. An indirect object represents the person less directly affected by the action denoted by the verb.

VI. DIRECT AND INDIRECT OBJECTS IN SENTENCES IN THE PASSIVE

Examine the following sentences:

1. The teacher gave the boy a book.
2. A book was given the boy by the teacher.
3. The boy was given a book by the teacher.

In changing to the passive a sentence with direct and indirect objects, notice:

1. We may, as in the second example, use the *direct* object as subject in the passive, and leave the *indirect* object in the predicate.

2. We may use the *indirect* object as subject in the passive, and leave the *direct* object in the predicate.

In the following sentences tell whether the direct or the indirect object has been used as subject:

1. The children were promised presents.
2. The money was paid the man.
3. I was told a good story last night.

4. My friend was left some money.
5. The answer was shown the teacher.
6. The members were refused copies.

EXERCISE 114

A

Write out two passive forms for each of the following sentences in the active:

1. I gave him the parcel.
2. My uncle has bought me a new top.
3. We will send our friends the news.
4. The teacher offered me a pencil.
5. An Indian sold them the fur.
6. They pay the men wages.
7. Our aunt was teaching us knitting.

B

Point out the objects in the following sentences, and state whether they are indirect or direct:

1. The little boy cut his finger.
2. They were sent a letter.
3. Mary has given the man her ticket.
4. The little boy was given a present.
5. Some cakes were offered the child.
6. Have you paid the money?
7. Some food was given the old man.
8. She was shown her mistake.
9. The money was refused him.
10. James has been awarded first prize.

CHAPTER LXVIII

VII. ADVERBIAL OBJECTIVE

Note carefully the grammatical values of the italicized words in the following sentences:

1. That *day* was very cold.
2. The *man* came *then*.
3. The *man* came that *day*.

In the first sentence "day" is a noun, naming the thing spoken about. In the second sentence "then" is an adverb, telling when the man came. In the third sentence the noun

“day”, along with its modifier “that”, takes the place of the adverb.

Compare also the italicized words in the following groups:

1. The boy waited *long*.
2. The boy waited an *hour*.
1. The river is *very* wide.
2. The river is a *mile* wide.
1. They returned *considerably* sooner.
2. They returned a *year* sooner.

Notice concerning the words “hour”, “mile”, and “year” in the second sentences:

1. They, along with their modifiers, take the places of adverbs to modify a verb, an adjective, and an adverb respectively.

2. They name objects and are, therefore, nouns.

From the fact that a preposition might be supplied before these nouns, as: “The boy waited for an hour”, etc., we may infer that they are in the objective case. A noun used thus with its modifier, forming an adverbial phrase, is called an **adverbial objective**.

EXERCISE 115

Point out the adverbial objective phrases in the following sentences, and tell what each modifies:

1. The book cost a dollar.
2. The boy returned two hours earlier.
3. They ran eight miles an hour.
4. We have lived here eight months.
5. This parcel weighs ten pounds.
6. The meeting was two hours long.
7. We called on him next day.
8. This box is a pound lighter.
9. The ship waited there a day.
10. Your father was here last night.
11. Come back next week.

CHAPTER LXIX

APPOSITIVE MODIFIERS

Note carefully the uses of the italicized words in the following sentences:

1. Charles, the *manager*, was a tall man.
2. Her daughter, a charming *girl* of twelve, was her sole companion.
3. We, *John* and *I*, will take it.

Notice concerning each of these words:

1. It is a noun or a pronoun denoting the same person or thing as another noun or pronoun to which it is related.
2. It modifies this noun or pronoun with the value of an adjective.

In the following sentences point out each noun or pronoun which modifies another noun or pronoun, and denotes the same person or thing:

1. Milton, the poet, was blind.
2. I met the farmer, him whom you visited.
3. Regulus, a famous soldier, had been captured.

A noun or a pronoun such as "poet", "him", and "soldier", which is added to another noun or pronoun to modify it, and denotes the same person or thing, is called an **appositive**.

CASE OF APPOSITIVES

Compare the case form of each of the following appositives with that of the word it modifies:

1. An honest man, *he* with upright intentions, will gain respect.
2. We, *John* and *I*, will take it.
3. Tell the porter, *him* standing yonder.

An appositive noun or pronoun agrees in case with the noun or pronoun which it modifies.

NOTE:—When a noun in the possessive case has joined to it an appositive noun, the possessive sign is usually added to the latter, for example:

Isaac brought her to his mother *Sarah's* tent.

EXERCISE 116

Point out the appositives in the following sentences, and give the case of each:

1. Cicero, the orator, was a Roman.
2. We bought it at Smith the baker's.
3. He met our friend, the grocer.
4. Toronto, the capital of Ontario, is in York county.
5. My unfortunate friend, the waiter, did not appear to be disturbed.
6. Miles Standish, the captain, strode with a martial air.

CHAPTER LXX

OTHER FORMS OF NOUNS

We observed in Part I that certain words or groups of words, although not ordinary name words, were nevertheless used in the sentence with the value of nouns, as follows:

1. Pronouns. It was shown in discussing the various case relations that pronouns may be used in the same constructions as nouns.

2. Adjectives. Words ordinarily adjectives may be used as nouns, for example:

We admire the *honest*. Do the *right*.

3. Adverbs. Words ordinarily adverbs are sometimes used as subjects or objects, as:

Do you know the *ins* and *outs* of it?

He is home by *now*.

Here is better than *there*.

4. A word. Any word, spoken of as a word, may be used in the sentence with a noun value, as:

If is a word of two letters.

Him is an objective form.

5. Infinitives. Infinitives with or without other words joined to them usually have, as we have already seen, a noun value in the sentence, for example:

Seeing is *believing*. I wish *to be there*. This comes from *having gone with them*. Some people like *to be admired*.

6. Clauses. We learned in Part I that one of the three classes into which subordinate clauses are divided is the *noun clause*.

The following examples will illustrate the ordinary constructions of the noun clause in the complex sentence.

(a) As subject:

What you say is true.

It is certain *that they had it*.

(b) As object of a verb or a preposition:

They know *what is best*.

They spoke of *what they would do*.

(c) As predicate noun:

My belief is *that you were there*.

My hope is *that you may succeed*.

(d) As noun in apposition:

The statement *that he was there* is denied.

The fact *that he was there* is against him.

(e) As subject or completion of an infinitive:

I believe *what you say* to be true.

I understand this to be *what he said*.

(f) As a nominative absolute:

What you say being true, we will come.

What they sent being bad, we took it back.

CHAPTER LXXI

PRONOUN CONSTRUCTIONS (PERSONAL)

We have already seen in Part III that the plural forms of the second person are generally used in speaking to one person, the singular forms being mainly confined to poetry and the solemn style, for example:

Delight *thyself* in the Lord; and he shall give *thee* the desire of *thine* heart. •

Examine also the uses of the plural forms of the first person in the following sentences:

“We know”, said the king, “that *our* people will uphold *us* in these measures”.

We gave an account of this in *our* first volume.

The plural forms of the first person are often used in place of the singular by rulers and writers.

COMPOUND PERSONAL PRONOUNS

Compare also the forms of the following personal pronouns:

The boy hurt *me*.

I hurt *myself*.

You saw the boy there.

Yourselves saw the boy there.

Such personal pronoun forms as *myself* and *yourselves*, which are formed by joining together two simple words, are called **compound personal pronouns**.

Personal pronouns may, therefore, be further classified into:

1. Simple personal pronouns
2. Compound personal pronouns

NOTE:—Some demonstrative pronouns also have compound forms, for example:

He hurt *himself*.

USES OF THE COMPOUND FORMS

Compare the uses of the simple and the compound forms in the following sentences:

They hurt *me*.

I hurt *myself*.

He bought it for *me*.

I bought it for *myself*.

He disgraces *you*.

You disgrace *yourself*.

Notice concerning these compound forms:

1. They are all used as objects of a verb or a preposition.
2. They refer back to and denote the same person as the subject. This is known as the **reflexive** use of the compound forms.

Examine also the uses of the compound forms in the following sentences:

I saw it there.

I *myself* saw it there.

You heard what was said.

You *yourselves* heard what was said.

I looked for you.

I looked for you *yourself*.

Here the compound forms are used as emphatic appositives, adding emphasis to the word to which they are related. This is known as the **emphatic** use of the compound forms.

Compare, however, the following sentences:

I made this with my knife.

I *myself* made this with my *own* knife.

You have it in your hand.

You *yourself* have it in your *own* hand.

Notice that in emphasizing the possessive forms, the emphatic adjective "own" is used, and not the compound pronoun.

The compound forms of the *demonstrative* pronouns have the same uses, for example:

The boy hurt *himself*..... Reflexive

The boy *himself* did it Emphatic

EXERCISE 117

A

Point out the compound pronouns, personal and demonstrative, in the following sentences, and tell how they are used:

1. You may think yourself fortunate.
2. I know nothing by myself.
3. He himself is judge of no man.
4. I placed myself at their head.
5. She herself took charge of the fourth class.
6. Having refreshed himself, the gardener returned to work.
7. We were ourselves in fear for their safety.
8. You have brought it upon yourself.

B

Fill in each blank in the following sentences with the proper pronouns—I, me, myself.

1. Did he ask for John or ——?
2. It was —— who told you.
3. He said either you or —— might go.
4. Between you and —— he was there.
5. He wishes John or —— to call.
6. I thought that it would be better for you and ——.

C

We, us, ourselves

1. They were talking and not —.
2. Everybody but — had left.
3. It was — whom you saw.
4. — Canadians are loyal to the crown.
5. Did you see — boys standing there?
6. Did you imagine it to be —?
7. They can go better than —.

CHAPTER LXXII

DEMONSTRATIVE PRONOUNS

As we have already seen, a demonstrative pronoun is one that indicates definitely the object to which it refers. The demonstrative pronouns are *this*, *that*, *he*, *she*, and *it*, with their various forms.

Compare the uses of the demonstrative pronouns in the following sentences:

This is mine but *these* are yours.

The girl bought the pens. *She* put *them* on the desk.

In the first sentence the demonstrative pronouns, "This" and "these" refer to objects in view, to which the speaker directs our attention.

In the second sentence the demonstrative pronouns "She" and "them" refer to objects whose names have been already mentioned, "girl" and "pens", the pronouns taking the place of these nouns.

Although all the demonstrative pronouns may at times be used in both these ways, they are usually divided into two classes in accordance with their main use.

1. Those demonstrative pronouns which especially point to or direct our attention to the objects themselves, as: *this*, *that*, *these*, *those*.

These may be called **regular** demonstratives.

2. Those pronouns which especially take the place of some noun already expressed or easily understood, as the various forms of *he*, *she*, and *it*.

Because these pronouns are especially used in referring to some person or thing being spoken of, they are called demonstratives **of the third person**.

USES OF THE REGULAR DEMONSTRATIVES

Examine the uses of the demonstrative pronouns in the following sentences, noting especially the position, in reference to the speaker, of the objects to which attention is directed:

This is mine; *that* is yours.

I shall take *these*; you bring *those*.

This, and its plural *these*, when used to direct attention to objects, refer to objects near the speaker.

That and *those*, when used to direct attention to objects, refer to objects remote from the speaker.

NOTE:—These pronouns are not inflected for case, the only forms being *this*, *these* (plural); *that*, *those* (plural), which may be used in the nominative and the objective relation.

DEMONSTRATIVES OF THE THIRD PERSON

Compare the uses of the following pronouns:

Ask the boy if *he* is going.

Tell the girl when *she* arrives.

Put the book where *it* was.

Since these demonstrative pronouns are generally used in place of nouns going before, they indicate gender, and agree with the gender of the nouns for which they stand.

Notice, however, the following pronouns:

Ask the girls if *they* are ready.

Speak to the boys when *they* come.
Put the books where *they* were.

In the plural form of the pronouns, *he*, *she*, and *it*, there is no distinction of gender.

SPECIAL USES OF THE GENDER FORMS

Examine the uses of the following gender forms:

The sun shed *his* beams upon us.
The moon was at *her* full.

In personification, things remarkable for boldness, size, strength, etc., are referred to as masculine; while those noted for beauty, grace, timidity, etc., are referred to as feminine.

USES OF THE NEUTER FORM "IT"

In addition to its regular use as a substitute for a noun, the following special uses of the neuter form *it* must be noticed.

I. REPRESENTATIVE USE

Compare the following sentences, noting the complete subject and complete predicate of each:

It is certain that he went.
That he went is certain.

Here the pronoun "It" does not form any part of the subject or predicate, but merely represents the real subject, "that he went", which is put later in the sentence. Here "It" is called the **representative subject**.

Examine also the following sentence:

I think *it* wise to go.

Here the pronoun represents the real object, "to go", which is placed later in the sentence. Here "it" is called the **representative object**.

II. IMPERSONAL USE

Not signifying any object to the mind.

(a) Impersonal subject. *It* rained. *It* became dark.

(b) Impersonal object. They will fight *it* out. They had a good time of *it*.

DECLENSION OF THE DEMONSTRATIVES
OF THE THIRD PERSON

The full declension of the pronouns will be found in the Appendix.

THE DEMONSTRATIVE "SUCH"

Examine the use of the italicized word in the following example:

They are rogues, and *such* should not be tolerated.

"Such" is occasionally used as a demonstrative to refer to a noun going before. It may be used in either number.

EXERCISE 118

Point out the demonstrative pronouns in the following sentences, and state how each is used:

A

1. She appealed to the soldiers, but finding their courage not equal to the attempt, she herself went to the landing-place.
2. When they were landed she made them march before her.
3. This is the man, but he has changed.
4. It was always said of him that he knew how to keep Christmas.
5. Take these to your mother.
6. It may be added that this was unknown to them.
7. It was necessary that they should be united among themselves.

8. Are those the books she was looking for?
9. It is colder than it was.
10. Do you think it lawful to do this?
11. We roughed it during the holidays.

B

Fill in the blanks in the following sentences with suitable forms of the demonstratives of the third person:

1. I think it is —.
2. I believe it to be —.
3. If I were — I would not call.
4. I found John and — playing.
5. You are taller than —.
6. I supposed that it was —.
7. It was Lord Kitchener — who won the Sudan.

CHAPTER LXXIII

INTERROGATIVE PRONOUNS

We have already learned that an interrogative pronoun is one that introduces a question about the person or the thing to which the pronoun refers. The common interrogative pronouns are: *who*, *which*, and *what*.

USES OF THE INTERROGATIVES

Compare carefully the uses of the interrogative pronouns in the following pairs of questions:

Who is singing in the parlour? Mary.

What is lying on the floor? A book.

Which of them broke it? John.

Which of these do you wish? The orange.

The interrogative *who* asks questions about persons, *what* about things, *which* about either persons or things.

Compare also the reference of each interrogative in the following pairs of sentences:

Who found it for you?

Which found it for you?

What did he use?

Which did he use?

Questions introduced by *who* and *what* imply that the questioner is completely ignorant as to what the answer will be.

Questions introduced by *which* imply that the questioner expects the answer to be a choice from a definitely known group of persons or things. *Which* is therefore said to have a **selective** use.

INFLECTED FORMS

Compare the numbers and cases of the interrogatives in the following sentences:

Who is coming?

Which is his?

Who are coming?

Which are his?

Whose book is that?

Which have you?

Whom did you see?

What is in the box?

What have you in the box?

Who is the only interrogative inflected for case, although *which* and *what* may be used as subjects or objects.

None of these pronouns is inflected for number. *Who* and *which* may be used either in the singular or the plural; *what*, only in the singular.

DECLENSION OF "WHO"

	<i>Singular</i>	<i>Plural</i>
Nominative	who	who
Possessive	whose	whose
Objective	whom	whom

NOTE:—Notice that interrogative pronouns may begin a subordinate clause when an interrogative sentence is given in indirect narration, for example:

He asked *who* was going.

He inquired *what* they wanted.

EXERCISE 119

Explain the use and the relation of each interrogative pronoun in the following sentences:

1. Who were using it?
2. What should she do?
3. Whom did they choose as leaders?
4. Whose book did you borrow?
5. What is he doing in this company?
6. I wonder who he is and what he has found.
7. Which will be better for your purpose?
8. What am I to be?
9. Of whom did you inquire?
10. Which are the stronger?

CHAPTER LXXIV

CONJUNCTIVE PRONOUNS

It was seen in Part II, page 82, that certain words, in addition to being pronouns referring to antecedent nouns, have also the value of conjunctions joining a subordinate adjective clause to the antecedent noun, for example:

This is the man *who* called yesterday.

Have you the book *which* I gave you?

USES OF CONJUNCTIVE PRONOUNS

Compare carefully the conjunctive pronouns in the following pairs of sentences, noting also the values of the related clauses:

1. I have the parcel *which* they brought.
2. I have *what* they brought.

1. I shall reward the person *who* may find it.
2. I shall reward *whoever* may find it.

1. I shall send the one *which* you prefer.
2. I shall send *whichever* you prefer.

1. This will spoil anything *that* it touches.
2. This will spoil *whatever* it touches.

In the first sentences of each group the conjunctive pronouns, *who*, *which*, and *that*, refer to antecedent nouns or pronouns to which they join an adjective clause.

In the second sentences, in place of the antecedent and the conjunctive, we have only the conjunctive pronouns, *what*, *whoever*, *whichever*, and *whatever*, joining noun clauses to some governing word.

NOTE:—The compound conjunctive pronouns are sometimes written thus, *whosoever*, *whatsoever*, etc.

Compare the antecedents of the conjunctive pronouns in the following sentences:

1. You must find some friend *who* will stay in your place.
2. Happy is the man *that* findeth wisdom.
3. My hand clung to a rope *which* towed me in.
4. This is the knife *that* I lost.
5. The farmer found the horse *which* he had lost.
6. This is the dog *that* bit the child.
7. The roads were very muddy, *which* made the journey disagreeable.

Notice from these examples:

1. The conjunctive pronoun *who* usually refers to persons; *which* to animals or things; *that* to persons, animals, or things.

2. The antecedent of *which* may sometimes take the form of a phrase or a clause, as in the last example.

INFLECTED FORMS

Notice the forms and uses of the conjunctive pronouns in the following sentences, comparing the pronoun with its antecedent in each case:

1. We sent word to the man *who* is to go.
2. We sent word to the men *who* are to go.
3. Is this the man *whom* we met?
4. I saw the man *whose* house was burned.
5. We have found our books *which* were lost.
6. Give to him *that* asketh thee.
7. They ate some nuts *that* they found on the trees.

Notice from these examples:

1. As with the corresponding interrogatives, *who* is the only conjunctive pronoun inflected for case, the other conjunctives being used, however, in both the nominative and the objective relation.

2. A conjunctive pronoun takes its case from its own clause.

CONJUNCTIVES OMITTED

Compare the sentences in the following groups:

1. This is the book *which* you ordered.
2. This is the book you ordered.
1. I saw the men *whom* you were seeking.
2. I saw the men you were seeking.

A conjunctive pronoun, when it would be in the objective case, is frequently omitted.

OTHER WORDS AS CONJUNCTIVE PRONOUNS

Compare the conjunctive words in the following groups:

1. I admire boys *who* are truthful.
2. I admire such boys *as* are truthful.
1. There was no person *who* had not seen him.
2. There was no person *but* had seen him.

NOTE:—*But*, in the foregoing sentence, is equivalent to *who not*, and is called a **negative conjunctive pronoun**.

EXERCISE 120

A

In the following sentences point out the conjunctive words, and give the value of each:

1. These are but the toys which amuse our lighter hours.
2. Samson burst the cords with which the Philistines had bound him.
3. He proceeded to the distribution of the spoil, which he performed with the utmost impartiality.
4. You are welcome to such food as we have.
5. They mistrust whoever may come to them.
6. Do what conscience says is best.
7. There was between them and my castle the creek where I landed my cargoes.
8. Each flower has what will coax the right kind of insect.
9. There was nobody but wanted to go at once.
10. The place was deserted, as I had suspected.

B

In each of the following blanks insert the proper form of the conjunctive pronoun "who":

1. The girl ——— work pleased you is my sister.
2. This is a man ——— I know is honest.
3. That is a man ——— I know to be honest.
4. She ——— you admire is ill.

5. I recommend only those — I can trust.
6. He is a boy — I believe always tells the truth.
7. Is this the boy — you spoke of?
8. I shall send — ever you say.
9. We shall give the prize to — ever deserves it.

CHAPTER LXXV

INDEFINITE PRONOUNS

Indefinite pronouns, as we have seen, are those which refer indefinitely to the objects which they represent.

Compare the uses of the indefinite words in the following:

1. *Each* is ready to start.
2. *Neither* is disappointed.

1. *Few* are satisfied with it.
2. *Some* consider him unwise.
3. *Some* of it is good enough.

1. The pronouns of the first group refer to certain individuals as taken separately. These are called **distributives**.

2. The pronouns of the second group refer indefinitely to a certain number or quantity, and are called **indefinites of number or quantity**.

The indefinite pronouns may, therefore, be classified as follows:

1. Distributives: *Each, either, neither*.
2. Indefinites of Number or Quantity: *All, any, another, one, none, both, few, many, much, several, some, aught, naught*.

The pronoun phrases *each other* and *one another* are classified as **reciprocal** pronouns.

Examples:

These two boys help *each other*.

These boys help *one another*.

“Each other” is generally used in speaking of two, and “one another” in speaking of more than two.

INFLECTED FORMS

Examine the number and the case of each of the following indefinite pronouns:

Each is ready. *Either* is good enough. I would take *either*. *Some* are ready. *Some* of it is good. *Somebody* has been here. *Somebody's* coat is left. *One's* anger would be aroused no doubt.

A few of the indefinite pronouns have a possessive form; otherwise they are not inflected. Several are used in the singular and the plural, and all may be used as subjects or objects.

EXERCISE 121

Point out the indefinite pronouns in the following sentences, and give the relation of each:

1. Tom is my name, as everybody knows.
2. I am told that it is something different nowadays.
3. Everything then passed away from me.
4. Somebody is always cutting wood to feed the fire.
5. Some of the hired men sleep in the barn.
6. The sensation is very pleasant, but one cannot talk.
7. He did everything except climb a tree.
8. Nothing could be imagined more terrible than the devil-fish.
9. I gave some to each of them.
10. Everybody's business is nobody's business.
11. None believed him.
12. Nobody gave anything to Elizabeth.
13. She shuffled from one to another hopelessly.

EXERCISE 122 (REVIEW)

Parse the pronouns in the following sentences:

1. Come up to my castle and rest yourself.
2. Happy am I to whom Heaven sends so many guests.
3. He who met you is a robber.
4. What is he doing in this company?
5. He said to himself: "This is an ill-ruled land".
6. Men who pretend to give us life, do you wish us to die?
7. You call yourselves our brothers and yet will not give us what those give who make no such professions.
8. They know what is best for them.
9. Who is this who is following on your track?

CHAPTER LXXVI

THE ADJECTIVE

MODIFYING FORCE OF ADJECTIVES

Compare the modifying force of the italicized adjectives in the following pair of sentences:

1. The great *red* sun sank slowly toward the horizon.
2. *Red* roses are common.

1. In the first sentence the adjective in italics is joined to the noun merely to describe or point out an attribute of the object named by the noun. This is called the **descriptive** use of an adjective.

2. In the second sentence the adjective is added to the noun in order to limit its application to only some of the objects named. Not all kinds of roses, but only *red* roses, are common. This is called the **limiting** use of an adjective.

EXERCISE 123

Classify the adjectives in the following sentences as descriptive, or limiting:

1. Three men stood by their aged father.
2. I would not trust a sly boy.
3. A white tent pitched by a glassy lake is the summer home for me.
4. The good ship shivered in all her timbers.
5. It were an evil thing that men so bold and comely should perish.
6. Her brown coat was beginning to be mottled with beautiful spots.
7. The glow of the fire was upon his round fat figure.
8. Their gaudy coats were wet through.
9. At the head of the little band, the gallant general cried: "Follow me".
10. Roll on, thou deep and dark blue ocean.

CONSTRUCTION OF ADJECTIVES

Compare the ways in which the following italicized adjectives are related to the modified noun:

1. I see an *old* man.
2. The man is *old*.
3. He is a man *old* in years.
1. They have a *safe* harbour.
2. The harbour is *safe*.
3. They have a harbour *safe* at all times.

Adjectives may be joined to nouns in three ways:

1. An adjective may be joined closely or directly to a noun, as in the first sentences. It is then called an **attributive adjective**.

2. It may form a completion, being joined to the noun through the verb, as in the second examples, when it is called a **predicate adjective**.

3. It may be joined loosely to the word it modifies, after the manner of a noun in apposition, as in the third examples. Such adjectives are called **appositive adjectives**.

EXERCISE 124

Classify the adjectives in the following sentences as attributive, predicate, or appositive:

1. Hickory nuts are his favourite food.
2. He bounds from tree to tree, inspired by the subtle spirit of winter.
3. Oblivious in his burrow, he is sleeping away the days.
4. The cries of the lonely child grew clearer.
5. Desperate with fear, he lifted up his voice piteously.
6. The glittering broadsword descended with the sway of some terrific engine.
7. The settler paused again, irresolute.
8. The bull, unused to the burden, sank to the ground.

OBJECTIVE COMPLETIONS

Examine the completing words in the following sentences:

1. The noise made the man angry.
2. The man thought the child foolish.

Notice in these sentences that though "man" and "child" are direct objects, they cannot alone complete the meaning of the verb, for example:

1. The noise made the man.
2. The man thought the child.

In addition to the objects "man" and "child", the words "angry" and "foolish" are respectively necessary to complete the meaning of the verbs "made" and "thought", for example:

1. The noise made angry (angered) the man.
2. The man thought foolish the child.

Notice further that these completing words describe the person or the thing denoted by the direct object.

1. The noise made the *man* angry.
2. The man thought the *child* foolish.

Such words therefore

1. Complete the meaning of the verb.
2. Modify the direct object.

In the following sentences point out the words that both complete the meaning of the verb and modify the direct object:

1. We supposed the answer correct.
2. The water wears the stones smooth.
3. John declared the question ridiculous.

Words such as "correct", "smooth", and "ridiculous", which complete the meaning of the verb and modify the direct object, are called **objective completions**.

In comparing this objective completion with the subjective completion, for example:

The man is honest.

We consider the man honest.

Notice:

1. That they each complete the meaning of the verb.
2. That one modifies the subject while the other modifies the direct object.

NOTE:—Like the subjective completion, the objective completion may also be a noun.

Example: They made him *king*.

Objective completions are often spoken of as **objective predicate adjectives**, or **objective predicate nouns**.

EXERCISE 125

Point out the completions in the following sentences, and state whether they are subjective or objective:

1. The girl seems happy.
2. Your dog is very cross.
3. The judge declared the man insane.
4. These peaches are ripe.
5. He looks fine.
6. They drove him wild.
7. The medicine made him worse.
8. He grew jealous.
9. Did the umpire declare him safe?
10. Will he never be quiet?

11. He kept us free. 12. The prisoner turned pale. 13. They found the door shut. 14. The children sang their throats hoarse. 15. Be honest. 16. They thought him a hero. 17. This will keep the paper dry. 18. They found him a merry fellow. 19. He spared me, and made me his servant.

DEFINITIONS

1. An objective completion is one that completes the verb, and through it modifies the direct object.

2. A subjective completion is one that completes the verb, and through it modifies the subject.

COMPLETIONS IN PASSIVE SENTENCES

Compare the completions in the following sentences:

John made the man *angry*.

The man was made *angry* by John.

Notice concerning these completions as follows:

1. In the first sentence, in which the verb is active, the completion "angry" is an objective completion modifying the object "man".

2. In the second sentence, in which the verb is passive, the completion "angry" is a subjective completion modifying the subject "man".

Compare, in like manner, the following pairs of sentences:

1. We consider the boy *honest*.

2. The boy was considered *honest*.

1. They planed the board *smooth*.

2. The board was planed *smooth*.

1. The fruit made the child *ill*.

2. The child was made *ill*.

We learn from these sentences that objective completions

are found in sentences in which the verb is active, and that they become subjective completions when the sentences are changed to have the verb passive.

NOTE:—In analysing sentences we must now distinguish between *subjective* and *objective* completions.

EXERCISE 126

Analyse the following sentences, stating whether the completions are subjective or objective:

1. He propped the door open. 2. He was considered a good player. 3. John was quite happy. 4. The game was declared finished. 5. This will turn the water red. 6. These seem useless. 7. He found the problem hard. 8. The rope was drawn tight. 9. They talked the company tired. 10. The day turned hot. 11. The children were kept quiet. 12. She thought him foolish. 13. They consider the cost of schooling a grievous burden.

NUMERAL ADJECTIVES

Compare the uses of the numeral adjectives in the following pairs of sentences:

1. Bring me *three* chairs.
2. Bring me the *third* chair.
1. He took *five* boys with him.
2. He took the *fifth* boy with him.

Numerals such as “three” and “five” tell how many, and are used in counting. These are called **cardinal** numerals.

Numerals such as “third” and “fifth” tell the order in which anything is placed. These are called **ordinal** numerals.

NOTE:—All cardinals except “one” naturally modify plural nouns.

Observe, however, the following exceptional uses:

1. She bought *two* dozen.
2. He sold *five* yoke of oxen.
3. They took *three* score.
4. We saw a fleet of *twenty* sail.
5. This is a *twelve*-inch rule.
6. Bring the *ten*-foot pole.
7. Fill the *five*-quart pail.

THE ARTICLES

THE, AN OR A

We have already seen that "a" or "an" is a weakened form of the numeral "one", and "the" of the demonstrative "that".

Compare the uses of the articles in the following groups:

The boy hit *the* dog.

A boy saw *a* squirrel.

The oxen chased *the* man.

An ox is stronger than *a* man.

The article *the* signifies that we are thinking of some particular individual or individuals out of a whole class. It is therefore called the **definite article**.

The article *a* or *an* signifies that we are thinking of one individual of a class, but only in a general or indefinite way. It is, therefore, called the **indefinite article**.

USES OF "A" AND "AN"

Examine the indefinite article in the following examples, noting especially the initial sound of the modified noun:

An hour is shorter than *a* day.

An iceberg often sinks *a* ship.

Is he *an* American or *a* European?

"An" is used before a vowel sound (therefore before silent "h"), "a" is used before a consonant sound.

REPETITION OF THE ARTICLE

Compare the meanings of the following sentences:

A secretary and a treasurer were appointed.

A secretary and treasurer was appointed.

When several nouns name separate persons or things, the article is repeated before each noun; but when the nouns refer to one person or thing, the article is generally used before the first only.

EXERCISE 127

Explain the use of each article in the following sentences:

1. Bring me the pencil beside the book.
2. He brought a pencil and a book.
3. I met a statesman and a scholar.
4. He is a statesman and scholar.
5. Is he a statesman or a scholar?
6. We saw a horse and an ox.
7. He has a red and white cow.

EQUIVALENTS OF ADJECTIVES

We have seen that the following classes of words or word-groups may be used to modify a noun or a pronoun like a pure adjective:

1. Possessive and appositive nouns and pronouns:

John's cousin, the *grocer*, is sick.

The boy said to the girl: "*My* dog is larger than *your* cat".

2. Participles and participle phrases:

Looking out, the boy saw a man *running*.

3. Infinitives with "to", occasionally:

We have bread *to eat* and water *to drink*.

4. Adjective phrases:

A companion *of his voyages* wrote an account *of his adventures*.

5. Adjective clauses:

I have seen the house *where he was born*.

EXERCISE 128

Point out the adjectives and the equivalents of adjectives in the following sentences:

1. There was reason to suppose that he might have attained to a good old age.
2. The blowing of the coach-horn was a seasonable diversion which made me get up.
3. My unfortunate friend, the waiter, who had quite recovered his spirits, joined in the general admiration.
4. The full value of the plunder taken in this ship was never actually confessed.
5. Having thus spoken, he gave me provisions for the journey.
6. Five vessels were procured to convey the first colony.
7. They do make some headway toward the marshy bay.

EXERCISE 129

Parse the adjectives in the following sentences:

1. Our sweetest songs are those that tell of saddest thought.
2. After a brief consideration, he packed up some clothes in a small valise.
3. At that last titanic effort he had rushed downward with such terrific force that he had broken his neck.

CHAPTER LXXVII

THE ADVERB

An adverb, as was seen in Chapter XVII, is a word which modifies, or limits, the meaning of a verb, an adjective, or another adverb, for example:

The boy ran *quickly*.
Where do you live?
This is *very* heavy.
How heavy is it?
He came *very* slowly.

Notice that some adverbs, in addition to modifying a verb, adjective, or adverb, may also introduce an interrogative sentence, as "Where" and "How" in the above examples. Such adverbs are usually called **interrogative** adverbs.

PECULIAR ADVERBIAL CONSTRUCTIONS

I. TO MODIFY PHRASES AND CLAUSES

Examine the values and relations of the italicized words in the following groups:

1. He came *soon* after.
2. He came *soon* after dinner.
3. He came *soon* after you left.
1. The boy left *shortly* before.
2. The boy left *shortly* before noon.
3. The boy left *shortly* before you came.

The adverbs "soon" and "shortly" which modify other *adverbs* in the first sentences, modify *phrases* and *clauses*, respectively, in the second and third sentences.

II. COMPLETION OF A COPULA VERB

Classify the verb and note the use of the italicized word in each of the following examples:

The boys are *out*.
The moon is *up*.
We were *there*.
The girl is *here*.

In each of the above examples a word commonly used as an adverb is used with the value of a predicate adjective to complete a copula verb and describe the person or the thing denoted by the subject. Compare, for instance:

The girl is *here*.

The girl is *present*.

The boys are *out*.

The boys are *absent*.

III. INTENSIFYING USE

Examine the use of the italicized adverb in the following sentences:

He would not *even* lend it to us.

Even then he would not believe us.

They will not come *even* when they are called.

Here the adverb is used merely to add stress to the word or group of words with which it is connected. This is called the **intensifying** use of an adverb.

IV. INTRODUCTORY EXPLETIVE

Notice the entire subjects and the entire predicates in the following pairs of sentences:

1. A loud shout arose in the rear.

2. There arose a loud shout in the rear.

1. An old man came to the house.

2. There came an old man to the house.

We find that the two sentences in each group have the same subject and predicate, as follows:

1. A loud shout arose in the rear.

2. An old man came to the house.

The word "There" which introduces the last sentence in each group, does not, therefore, form grammatically a part of either the subject or the predicate.

Notice further that when the word "There" occupies the usual position of the subject and introduces the sentence, the subject is placed after the verb.

In each of the following sentences, point out the introductory word and the subject:

1. There is an amusing deliberateness in his dive.
2. There is nobody in the room.
3. There were troops brought from all his dominions.

The word "There", when used as above to introduce a sentence, is called an **introductory expletive**. (Expletive means "filling up".)

Compare the expletive use of "there" with the representative use of "it" (Chapter LXXII).

EXERCISE 130

Point out the introductory expletive, or representative subject, in each of the following sentences:

1. There came a voice from heaven.
2. It is wise to be careful.
3. There were wolves in the forest.
4. There came a wind from the land.
5. It is impossible to describe the triumph of that moment.
6. There is no night there.
7. It is the right of Parliament to give advice.
8. There was a general exclamation of surprise.
9. There came a man from the house hard by.
10. There was peril near the speaker.
11. There is no other road.
12. Is it your intention to go?

ADJECTIVES AND ADVERBS

As many adverbs are derived from adjectives by the addition of the suffix "ly", confusion sometimes arises

between the use of the adjective and the corresponding adverb.

Compare, for instance, the following sentences:

He found the path *easy*.

He found the path *easily*.

The boy appears *quick*.

The boy appears *quickly*.

In the first sentences the adjectives "easy" and "quick" modify the nouns "path" and "boy" respectively.

In the second sentences the adverbs "easily" and "quickly" modify the verbs "found" and "appears" respectively.

Notice in the first sentence of the last group, where the verb "appears" is copula, that it is followed by the adjective form "quick", which modifies the subject.

EXERCISE 131

Distinguish between:

It looks *good*.

It looks *well*.

She looks *sad*.

She looks *sadly* on.

We arrived *safe*.

We arrived *safely*.

The man felt *warm* on the engine.

The men felt *warmly* on the subject.

NOTE:—The modifying force of a predicate adjective is sometimes divided between the subject and the verb, for example:

The man stands *firm*.

The boy came *running*.

Such words are often described as **adverbial predicate adjectives**.

POSITION OF ADVERBS

An adverb should be placed so near to the word it modifies that its connection will be readily understood.

Compare, for instance, the different meanings of the following sentences:

He *only* loaned me a dollar.

He loaned *only* me a dollar.

He loaned me *only* a dollar.

Examine also the positions of the italicized adverbs in the following sentences:

Two *instantly* fell.

He shouted *loudly* to the men.

He shouted his orders *loudly*.

The hero *quickly* replaced the fallen helmet with his own.

An adverb modifying a verb is usually placed either before or after the verb, but it must not come between a transitive verb and its object.

Examine also the following sentences:

I shall *certainly* tell him to go *quickly*.

They have *evidently* done it *merely* to tease him.

When an adverb modifies a verb phrase, it is usually placed between the auxiliary and the principal verb. An adverb modifying an infinitive with "to" should follow the infinitive or precede the "to".

EXERCISE 132

Point out the adjectives and the adverbs in the following sentences, and tell what each modifies:

1. The man laughed very quietly.
2. Her voice grew steady as she spoke.
3. He went freely about the task.

4. The party sat silent for a moment.
5. Tom's heart beat fast.
6. He crept trembling into the cabin.
7. The man groaned deeply.
8. The fire burns bright.

COMPARISON OF ADVERBS

Notice the forms of the italicized adverbs in the following examples:

1. I ran *fast*, but he ran *faster*.
2. They go *oftener* than we, but John goes *oftenest*.
3. Mary came *quickly*; you came *more quickly*.
4. The children are working *less quietly* than they were.
5. He works *well*, but you work *better*.

Certain adverbs, like adjectives, admit of comparison. The modes of comparison in the adverb correspond with those in the adjective, the comparative and superlative adverbs being formed as follows:

1. Derived from the positive adverb by the addition of the endings *er* and *est*, with occasional slight variations, as:

POSITIVE	COMPARATIVE	SUPERLATIVE
early	earlier	earliest
late	later	latest, last
near	nearer	nearest, next
often	oftener	oftenest
soon	sooner	soonest

2. By adding the adverbs *more*, *most*, *less*, *least*, to the positive, for example:

POSITIVE	COMPARATIVE	SUPERLATIVE
quickly	more quickly	most quickly
quietly	less quietly.	least quietly

Most adverbs of two or more syllables, especially those ending in "ly", use the adverbial comparison.

3. A few adverbs are compared irregularly, thus:

POSITIVE	COMPARATIVE	SUPERLATIVE
far	farther	farthest
forth	further	furthest
ill	worse	worst
little	less	least
much	more	most
well	better	best

EQUIVALENTS OF ADVERBS

1. AN ADVERBIAL OBJECTIVE. A noun with its modifier is frequently used in the sentence with an adverbial value (see page 190).

Examples: He waited an *hour*. He came last *night*.

2. AN INFINITIVE WITH "TO":

Examples: I came *to tell* you. He is ready *to go*.

3. A PHRASE. Examples: He ran *into the garden*. He left *before dinner*.

4. A CLAUSE. The following examples will show the various classes of adverb clauses according to meaning:

(a) *Time*: He was sleeping *when I called him*. They had gone *before I came*.

(b) *Place*: He put it *where you said*. I found it *where he had placed it*.

(c) *Manner*: He did it *as he was told*. He acts *as he likes*.

(d) *Degree*: He is better *than he was*. You look as miserable *as a fish out of water*.

(e) *Cause*: I knew it was lame *because one leg had made a faint impression*. *As you have seen him lately*, you can lead us to him.

(f) *Condition*: *If you want exercise* you can take a paddle. I am in for it *unless I can starve him out*. *Should you meet him*, give him this.

(g) *Concession*: I would not go, *though they sent for me*. *Though I perish*, truth is so.

- (h) *Purpose*: He died *that we might live*. We closed the gate *that the cattle might not get out*. -
- (i) *Result*: He spoke in so melancholy a tone *that it melted Gluck's heart*. The head waiter was so tall *that he couldn't see so short a beggar*.

EXERCISE 133

Classify the adverbs and the equivalents of adverbs in the following sentences:

1. My blood is up.
2. To be sure, somebody might come in.
3. He went on, therefore, at his leisure.
4. I should have done so, if the cook had not come in.
5. What have you in there?
6. They lay immovable till morning.
7. They drove away shortly before the train arrived.
8. They broke down the bridge that the enemy might not get over.
9. The rain is falling where they lie.
10. He then turned to go away with the ambassadors, as a stranger might not be present at the deliberations.
11. Fortune directs our affairs better than we ourselves could have wished.
12. When the king saw it he was greatly pleased, and thought very highly of the man.
13. One evening the little boy pointed to the ships.

CHAPTER LXXVIII

THE PREPOSITION

We have seen (Chapter XXIV) that a preposition is a word which joins a noun or a pronoun to some other word and shows the relation between the notions they express. The relation indicated by a preposition is, by some grammarians, viewed in two different ways, for example:

The book *on* the desk is mine.

The relation may be viewed as a **grammatical relation**, the preposition "on" forming with its object a phrase "on the desk", which modifies another word "book".

The relation may be viewed as a **logical relation**, the preposition "on" indicating the *position* of the object "desk", in relation to the object "book", that is, a relation not between the words, but between the persons or things for which the words stand.

OBJECT OF THE PREPOSITION

Because the noun or the pronoun used with a preposition is always in the objective case, for example:

I came with *him*,
He called for *them*,

the noun or the pronoun is usually called the object of the preposition.

KINDS OF OBJECTS

Compare the grammatical values of the objects of the prepositions in the following groups:

1. They cast him into a *pit*.
2. The Saracen was beaten from his *horse*.
1. They laid stones upon *him*.
2. We will keep them by *us*.
1. He was about *to go*.
2. They did nothing but *talk*.
3. We are incapable of *advancing further*.
1. He has gone for *good*.
2. Think not man was made in *vain*.
1. They have left before *now*.
2. You must return at *once*.
1. They came from *over the sea*.
2. He crawled from *under the table*.

1. It all depends upon *what you do*.
2. He saved it from *what he earned*.

From these examples we learn that the object of a preposition may be a noun or a noun equivalent, as follows:

1. A noun.
2. A pronoun.
3. An infinitive, with or without adjuncts.
4. An adjective.
5. An adverb.
6. A phrase.
7. A clause.

MODIFIED WORDS

It was seen in Chapter XXIV that the object of the preposition may be related to any of the following:

1. A nounHear the *instruction* of a father.
2. A pronoun *Which* of the books is yours?
3. A verbThe oars *flash* into the water.
4. An adjective ... His face was *full* of confidence.

OBJECT OMITTED

The object of a preposition is sometimes omitted.

Example:

This is the boy (whom) we spoke to.

PREPOSITION OMITTED

The preposition is occasionally omitted in certain idiomatic constructions; for example:

They came in (by) one by one.

The water is coming (by) drop by drop.

FORMS OF PREPOSITIONS

Compare the prepositions in the following sentences:

They could not go *for* the rain.

They could not go *because of* the rain.

She stood *before* the glass.

She stood *in front of* the glass.

Like the other parts of speech the preposition may be a single word, or a phrase.

NOTE:—Notice the distinction between a preposition phrase and a prepositional phrase.

A preposition phrase is a group of words doing the work of a single preposition, as in the examples above.

A prepositional phrase is a preposition together with its object, for example:

Music arose *with its voluptuous swell*.
He looked *out of the window*.

USES OF PREPOSITIONS

It is important in connection with the uses of prepositions to notice their exact forces.

Compare, for example:

1. I waited *for* my friend.
2. I waited *on* my friend.

1. They ran *in* the garden.
2. They ran *into* the garden.

1. He was attended *by* his brother.
2. The work was attended *with* danger.

1. He was hit *by* a falling tree.
2. He was hit *with* a stick.

1. He arrived *on* Tuesday.
2. He arrived *at* dawn.

Notice, also, the various uses of the same preposition in the following sentences:

He is the son *of* the king.
This is a piece *of* pine.
I am tired *of* play.
I visited the city *of* Toronto.

NOTE:—In the last sentence, “of” is not a true preposition, but a mere appositive connective.

SPECIAL PREPOSITIONS

The preposition "on" is changed to "a" in such phrases, as:

He has gone *a* hunting.

The form "o'" is used for "of" in:

It is five o'clock.

"Like", historically an adjective, is frequently followed by a noun or a pronoun in the objective case. When thus used it may be parsed as a preposition (so also "near" and "next",) for example:

She looks *like* him.

Men *like* them cannot be trusted.

I saw a form *like* an angel.

POSITION OF THE PREPOSITION

The preposition is usually placed before its object, but it is sometimes found after it or separated from it, for example:

They walk the fields *among*.

He travelled the world *over*.

What are you waiting *for*?

EXERCISE 134

A

Parse the prepositions in the following sentences:

1. The vessel from the land,
Like a stag-hound from the slips,
Darted forth from out the ships.
2. One by one the archers delivered their shafts.
3. At every puff of the engine, a cloud is projected into the air.
4. A waiter came running out of a kitchen on the opposite side of the yard.

B

Fill in the blanks in the following sentences with suitable prepositions:

1. She was accompanied —— her friend.
2. This is quite different —— the others.
3. He had some difficulty —— it.
4. A difference arose —— them.
5. He has gone to look —— some property.
6. Did you inquire —— John —— this matter?
7. I complained —— their conduct —— the teacher.
8. Do not take —— yourself to communicate —— him.
9. I glanced —— the letter before talking —— the
matter —— the others.
10. This was done —— a boy —— a knife.
11. Although I was angry —— him, I was amused ——
his joke.

CHAPTER LXXIX

GENERAL EXERCISES

I

Fill in the blanks in the following sentences with the proper form of the verbs:

A

see or do

1. — how they run.
2. The boy — as he was told.
3. I think I have — my duty.
4. She turned and — forty or fifty.
5. He was sorry for what he had —.
6. What are you — with his knife?
7. I — that you are weary.
8. A canoe was presently — approaching.
9. John — his part well, but yours is — much better.
10. The town was — in the distance.

B

rise or raise

1. Do not — from your seat.
2. They — him in their arms.
3. The air expands as it —.
4. The tide had —.
5. I will — my voice in triumph.
6. They have — King Balder up.
7. He is hooded again till another bird —.
8. They started before the moon —.
9. The maid — the blind.
10. When I — I could see it was in vain.
11. The weight is — by a cord.

C

lie or lay

1. The teacher —— it on the desk.
2. Squeers —— at full length on the ground.
3. Slowly and sadly we —— him down.
4. You can —— still and survey the scenery.
5. Old Jervis —— down that great broad back.
6. I have —— it all out on a bargain.
7. The ship —— immovable till morning.
8. It had —— there some days.

II

EXTRACTS FOR PARSING AND ANALYSIS

Some disappointment was felt when it became known that Silas Marner, on being questioned by the squire, had retained no recollection of the peddler.

As soon as the ship was secured, the captain ordered seven guns to be fired, which was the signal agreed upon.

When they had reached this spot of ground, fitted well by its gloom to be a scene of mortal strife, both were surprised to observe that a grave was dug close by the foot of the rock, the green turf being laid down upon the one side, and the earth thrown out upon the other.

The duke hearing that it was his own daughter that was to be brought in this strange way, asked Orlando if he believed the shepherd boy could really do what he had promised. While Orlando was answering that he knew not what to think, Ganymede entered, and asked the duke whether he would consent to her marriage with Orlando.

I was surprised at the coolness with which John avowed his knowledge of the island; and I was half-frightened when I saw him drawing nearer to myself. He did not know, to be sure, that I had overheard his counsel, and yet I had taken such a horror of his cruelty, that I could scarce conceal a shudder when he laid his hand upon my arm.

The clouds which obscured the moon soon passed, and it shone forth again, lighting up the sea and land with a silvery power that was tenfold more lovely than the glare of noon-day sun. The breeze diminished slightly, but enough strength was left to carry the canoe forward at a lively rate. Unless Evan was mistaken, this wind was better for his craft than for the one they were trying to overhaul.

He moved along the ledge on which he stood, and had taken only a step or two when he found there was an opening in the mass of rocks. Its position was such that he wondered he had not seen it before. While it was invisible from where he lay on the broad sloping rock, it must have been in plain sight from the other side of the pile.

Out of the recesses of a dark closet, into which the aperture gave admittance, he brought a large pasty, baked in a pewter platter of unusual dimensions. This mighty dish he placed before his guest, who, using his poniard to cut it open, lost no time in making himself acquainted with its contents.

Leaving the Tower, and descending the knoll on which it stood, Halbert gained the little piece of level ground which extended betwixt the descent of the hill and the first sweep made by the brook. But scarcely had he gained the spot, when he was surprised to feel a smart tap upon the shoulder, and turning around, he perceived that he had been closely followed by Shafton.

The plateau being somewhat tilted toward the west, this spot on which we had paused commanded a wide prospect on either hand. Before us, over the tree tops, we beheld the Cape of the Woods fringed with surf; behind we saw a great field of open sea. Sheer above us rose the Spy-glass, here dotted with single trees, there black precipices. There was no sound but that of the distant breakers, mounting from all round, and the chirp of countless insects in the bush.

For some minutes Alice stood without speaking, looking out in all directions over the country—and a most curious

country it was. There were a number of tiny brooks running straight across it from side to side, and the ground between was divided into squares by a number of little green hedges that reached from brook to brook.

While I was cutting down some wood here, I perceived that, behind a very thick branch of low brushwood, there was a kind of hollow place. I was curious to look in it, and found that it was sufficiently large for me to stand upright in it. But I must confess to you that I made more haste out than I did in, when, looking further into the place, I saw two broad shining eyes, which twinkled like two stars.

I was exceedingly diverted with this journey. I found in the low grounds hares and foxes; but they differed greatly from all I had met with; nor could I satisfy myself to eat them, though I killed several. But I had no need to be venturesome, for I had no want of food, especially these three sorts, goats, pigeons and turtle. Leadenhall market could not have furnished a table better than I; and though my case was deplorable enough, yet I had great cause to be thankful.

APPENDIX

A

DECLENSION OF NOUNS AND PRONOUNS

DECLENSION OF NOUNS

	BOY		LADY	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Nom. case:	boy	boys	lady	ladies
Poss. case:	boy's	boys'	lady's	ladies'
Obj. case:	boy	boys	lady	ladies

	WOLF		MAN	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Nom. case:	wolf	wolves	man	men
Poss. case:	wolf's	wolves'	man's	men's
Obj. case:	wolf	wolves	man	men

DECLENSION OF PRONOUNS

PERSONAL PRONOUNS

SIMPLE FORMS

	FIRST PERSON		SECOND PERSON	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Nom. case:	I	we	you (thou)	you, ye
Poss. case:	my, mine	our, ours	your, yours (thy, thine)	your, yours
Obj. case:	me	us	you (thee)	you

COMPOUND PERSONAL PRONOUNS

	FIRST PERSON		SECOND PERSON	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Nom. or Obj.	myself	ourselves	thyself yourself	yourselves

DEMONSTRATIVES OF THE THIRD PERSON

SIMPLE FORMS

	<i>Singular</i>			<i>Plural</i>
	Masculine	Feminine	Neuter	All Genders
Nom.	he	she	it	they
Poss.	his	her, hers	its	their, theirs
Obj.	him	her	it	them

COMPOUND FORMS

	<i>Singular</i>			<i>Plural</i>
	Masculine	Feminine	Neuter	All Genders
Nom. or Obj.	himself	herself	itself	themselves

DECLENSION OF WHO

	<i>Singular</i>	<i>Plural</i>
Nom.	who	who
Poss.	whose	whose
Obj.	whom	whom

B

PLURAL FORMS

NOUNS HAVING TWO PLURAL FORMS WITH OR WITHOUT
DIFFERENCE OF MEANING

bandit	bandits	banditti
brother	brothers	brethren
cactus	cactuses	cacti
cherub	cherubs	cherubim
cloth	cloths	clothes
cow	cows	kine
die	dies	dice
fish	fishes	fish
formula	formulas	formulae
index	indexes	indices
seraph	seraphs	seraphim
staff	stoffs	staves
pea	peas	pease
penny	pennies	pence

FOREIGN PLURALS

<i>Singular</i>	<i>Plural</i>
larva	larvae
vertebra	vertebrae
genius	genii
radius	radii
terminus	termini
datum	data
medium	media
memorandum	memoranda
appendix	appendices
basis	bases
crisis	crises
ellipsis	ellipses
hypothesis	hypotheses
parenthesis	parentheses
phenomenon	phenomena
genus	genera
beau	beaux

C

GENDER NOUNS

<i>Masculine</i>	<i>Feminine</i>
abbot	abbess
actor	actress
administrator	administratrix
adventurer	adventuress
bachelor	spinster, maid
baron	baroness
beau	belle
benefactor	benefactress
buck	doe
bullock	heifer
count	countess
czar	czarina
deacon	deaconess
drake	duck
duke	duchess
earl	countess
emperor	empress
enchanter	enchantress

GENDER NOUNS—*Continued*

executor	executrix
gander	goose
gentleman	lady
giant	giantess
god	goddess
heir	heiress
hero	heroine
host	hostess
hunter	huntress
husband	wife
Jew	Jewess
king	queen
lad	lass
lion	lioness
lord	lady
marquis	marchioness
master	mistress
monk	nun
patron	patroness
prince	princess
priest	priestess
prophet	prophetess
ram	ewe
shepherd	shepherdess
stag	hind
tiger	tigress
waiter	waitress
widower	widow
wizard	witch
youth	maiden

D

IRREGULAR COMPARISON OF ADJECTIVES

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
bad or evil	worse	worst
(fore, adv.)	former	foremost or first
(forth, adv.)	further	furthest
far	farther	farthest
good	better	best
(in, adv.)	inner	inmost or innermost
late	later or latter	latest or last

little	less	least
many or much	more	most
near	nearer	nearest
nigh	nigher	highest or next
old	older or elder	oldest or eldest
(out, adv.)	outer or utter	utmost or uttermost
(up, adv.)	upper	upmost or uppermost

NOTE:—Many of the foregoing comparatives and superlatives are also used as adverbs.

E

CONJUGATION OF THE VERB "SEE"

INDICATIVE MOOD

Simple Present

I see
you see
(thou seest)
he sees, seeth

we see
you see
they see

Simple Past

I saw
you saw
(thou sawest)
he saw

we saw
you saw
they saw

Simple Future

I shall see
you will see
(thou wilt see)
he will see

we shall see
you will see
they will see

Present Perfect

I have seen
you have seen
(thou hast seen)
he has, hath seen

we have seen
you have seen
they have seen

Past Perfect

I had seen
you had seen
(thou hadst seen)
he had seen

we had seen
you had seen
they had seen

Future Perfect

I shall have seen
you will have seen
(thou wilt have seen)
he will have seen

we shall have seen
you will have seen
they will have seen

Present Progressive

I am seeing
you are seeing
(thou art seeing)
he is seeing

we are seeing
you are seeing
they are seeing

Past Progressive

I was seeing
you were seeing
(thou wast seeing)
he was seeing

we were seeing
you were seeing
they were seeing

Future Progressive

I shall be seeing
you will be seeing
(thou wilt be seeing)
he will be seeing

we shall be seeing
you will be seeing
they will be seeing

CONJUGATION OF THE VERB "SEE"—*Continued*

INDICATIVE MOOD

Present Emphatic

I do see
 you do see
 (thou dost see)
 he does, doth see

we do see
 you do see
 they do see

Past Emphatic

I did see
 you did see
 (thou didst see)
 he did see

we did see
 you did see
 they did see

Present Passive

I am seen
 you are seen
 (thou art seen)
 he is seen

we are seen
 you are seen
 they are seen

Past Passive

I was seen
 you were seen
 (thou wast seen)
 he was seen

we were seen
 you were seen
 they were seen

Future Passive

I shall be seen
 you will be seen
 (thou wilt be seen)
 he will be seen

we shall be seen
 you will be seen
 they will be seen

SUBJUNCTIVE MOOD

Simple Present

I see
 you see
 (thou see)
 he see

we see
 you see
 they see

Present Progressive

I be seeing
 you be seeing
 (thou be seeing)
 he be seeing

we be seeing
 you be seeing
 they be seeing

CONJUGATION OF THE VERB "SEE"—*Continued*

<i>Simple Past</i>	<i>Past Progressive</i>
I saw	I were seeing
you saw	you were seeing
(thou saw)	(thou wert seeing)
he saw	he were seeing
we saw	we were seeing
you saw	you were seeing
they saw	they were seeing

IMPERATIVE MOOD

Simple Present
See (you or thou)

SUBJUNCTIVE MOOD

<i>Present Passive</i>	<i>Past Passive</i>
I be seen	I were seen
you be seen	you were seen
(thou be seen)	(thou wert seen)
he be seen	he were seen
we be seen	we were seen
you be seen	you were seen
they be seen	they were seen

IMPERATIVE MOOD

<i>Present Emphatic</i>	<i>Present Passive</i>
Do see	Be seen

COMPOUND PHRASAL FORMS

PERFECT PROGRESSIVE

Present Perfect Progressive—I have been seeing, etc.
 Past Perfect Progressive—I had been seeing, etc.
 Future Perfect Progressive—I shall have been seeing, etc.

PERFECT PASSIVE

Present Perfect Passive—I have been seen, etc.
 Past Perfect Passive—I had been seen, etc.
 Future Perfect Passive—I shall have been seen, etc.

PROGRESSIVE PASSIVE

Present Progressive Passive—I am being seen, etc.
 Past Progressive Passive—I was being seen, etc.

INFINITIVES AND PARTICIPLES

GERUNDS

Simple	seeing
Perfect	having seen
Passive	being seen
Perfect progressive....	having been seeing
Perfect passive.....	having been seen

INFINITIVES

Simple.....	(to) see
Perfect.....	(to) have seen
Progressive.....	(to) be seeing
Passive.....	(to) be seen
Perfect passive.....	(to) have been seen

PARTICIPLES

Imperfect.....	seeing
Perfect.....	seen
Phrasal perfect.....	having seen
Passive.....	being seen
Perfect passive.....	having been seen

F

PRINCIPAL PARTS OF IMPORTANT VERBS

<i>Stem</i>	<i>Past Tense</i>	<i>Perfect Participle</i>
awake	awoke or awaked	awoke or awaked
begin	began	begun
bind	bound	bound
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
come	came	come
do	did	done
draw	drew	drawn
drive	drove	driven
drink	drank	drunk
eat	eat, ate	eat, eaten
fall	fell	fallen
fell	felled	felled

PRINCIPAL PARTS OF IMPORTANT VERBS—*Continued.*

fly	flew	flown
freeze	froze	frozen
forget	forgot	forgot or forgotten
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hew	hewed	hewed or hewn
hide	hid	hidden
know	knew	known
lay (to place)	laid	laid
lie (to recline)	lay	lain
mow	mowed	mowed or mown
prove	proved	proved
ride	rode	ridden
raise (to elevate)	raised	raised
rise (to ascend)	rose	risen
run	ran	run
saw	sawed	sawed or sawn
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set (to put)	set	set
sit (to rest)	sat	sat
shake	shook	shaken
show	showed	shown, showed
speak	spoke	spoken
slay	slew	slain
stand	stood	stood
steal	stole	stolen
take	took	taken
tear	tore	torn
throw	threw	thrown
wear	wore	worn
weep	wept	wept
write	wrote	written

NOTE:—For the principal parts of other verbs, consult a dictionary.

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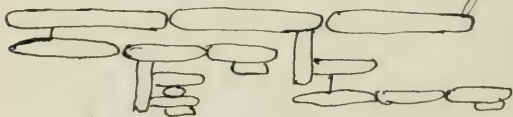
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Grammatical Diagrams: Jewell.

Chap. III.

1. They are simple in their elements and their laws - only 3 primary elements with variations
2. In harmony with analysis - Parallelism between elements in analysis & in diagrams.
3. Give the clearest view of sentences as whole. Illustrate long sentences. - much - what tables do for statistics.
(Jewell gives no diagrams for long cplx. sentences & but says: "It is a matter of regret that no illustration of their utility as thus applied to long cplx. sent. can be given here. no cuts of proper diagrams for such are at hand.")
they give the best view of the comparative p. 38. structure in style, e.g. sentences of Carlyle & Ruskin compared. (Scott & Dickens & Ruskin.)
5. Give an abstract representation of the sentence - like skeleton of a leaf.



= He that by usury and unjust gain increaseth his substance shall gather it for him that will pity the poor.

Ex. Jewell on p. 46 shows great advantage in comp. "the reader will easily see how vast will be the gain in case the exercise is extended to the construction of long, cplx. sentences like the following." He has 28 elements in it! Why make such a sentence?

6. They save time.
7. Hold pupil to his work; easily examined.
8. add new interest to study of grammar.

Form I p. 130

II "p. 132 finished"

III "p. 130"

IV "p. 130."

V -

